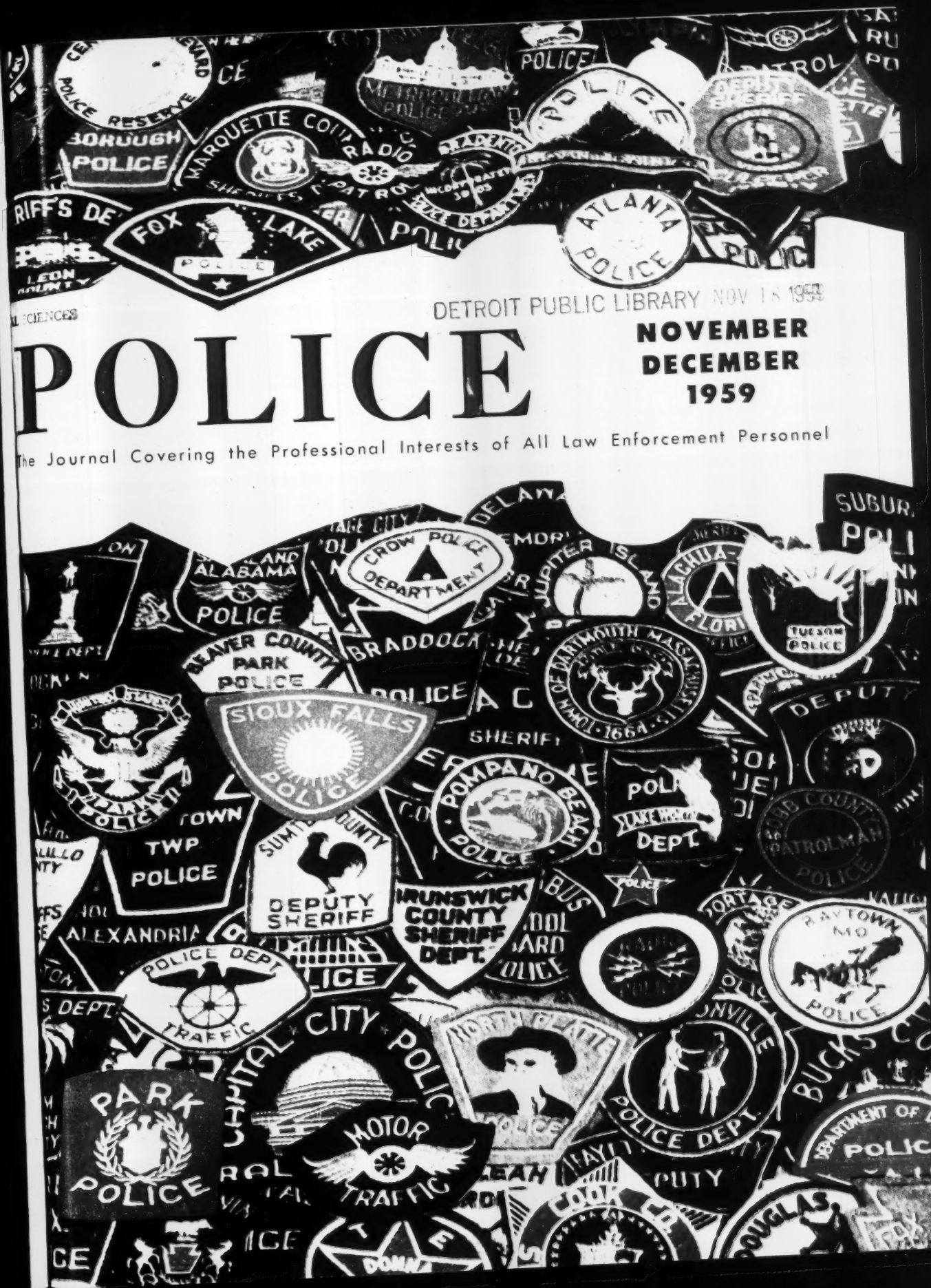

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POLICE

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The Journal Covering the Professional Interests of All Law Enforcement Personnel

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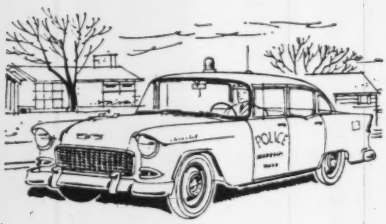


The One-Man Patrol Car—The Role of the Dispatcher

By Chief Richard T. Runyan and F. Samuel Ostertag

EDITOR'S NOTE: *This is the 9th in a series of eleven articles appearing in consecutive issues of* POLICE *dealing with the techniques of the* ONE-MAN PATROL CAR OPERATION. *They are based upon training bulletins prepared by the Corpus Christi Police Department to implement a conversion to the one-man patrol car system. The first article appeared in the May-June issue of the* JOURNAL.

COMMUNICATIONS ON PATROL

EMERGENCY situations and routine investigations alike require communications between the patrolman and headquarters. It is difficult to imagine a police situation in which communications by mechanical means, such as telephone or radio, need not be employed. The communications office is the nerve center of the police force. It is through this office that the police body is coordinated so that each unit knows what each other unit is doing, and so that aid and assistance are given where needed and when needed.

The dispatcher is the key man in a one-man patrol operation. Not only is he the partner of the lone motorized officer, but he is often the evaluator of situations before their existence is known to the patrol officer. It is the dispatcher who has first contact with citizens calling for police help. He must evaluate their reports, decide the number of police officers needed to cope with the situation, and visualize conditions likely to exist at the scene of the difficulty.

Knowledge of the duties, responsibility, and authority of the dispatcher should be as well known to the patrol officer as to the dispatcher himself. Conflicting interpretations of the responsibilities of each might seriously hamper police activities; a misunderstanding in an emergency situation could endanger the lives of policemen and private citizens alike.

Address: Chief Richard T. Runyan, Corpus Christi Police Department, Corpus Christi, Texas.

BASIC DUTIES OF THE DISPATCHER

The dispatcher must do all he can to ensure the safety of the field patrolman and to effect prompt responses to all complaints. Many disturbances are settled by the individuals involved during the time elapsing between the call to the dispatcher and the arrival of a policeman; in other cases, the very calling of the police incites the person complained about to more violent behavior.

Speed, accuracy, and dependability are of vital importance in a communications system if it is to function properly. Inaccurate reports may cause officers to lose confidence in the communications system. Slowness and a lack of dependability may result in short-range disasters and a long-range damage to general patrol morale.

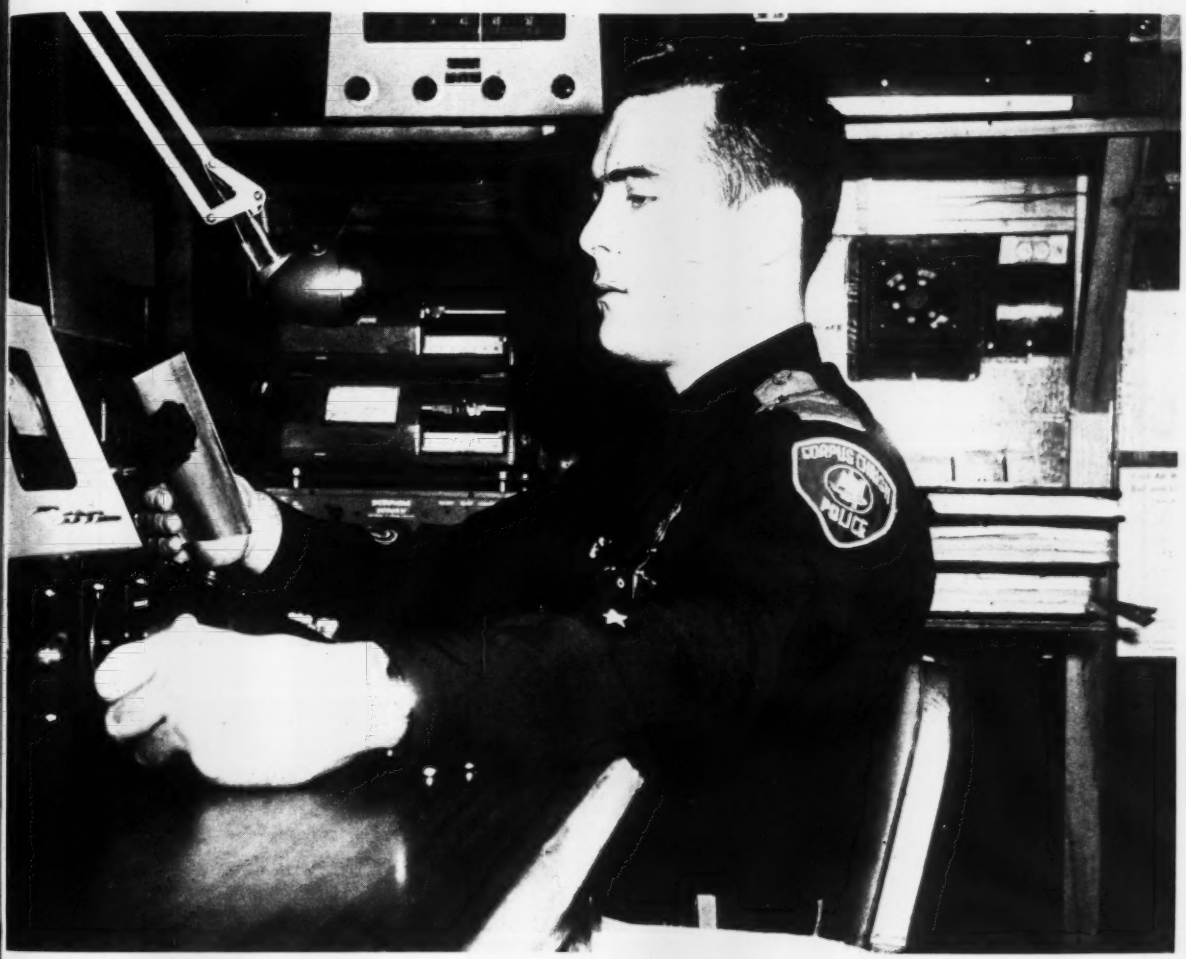
Protection of officers in the field is a primary duty of the dispatcher. Upon receiving any call from a field officer, he must record the time, the officer's location, and if an automobile is being stopped, its license number. Close adherence to the ten-minute time limit for investigations is essential. If an officer answering a complaint or making an investigation does not report back to the dispatcher within the ten-minute time limit, the dispatcher may do one of two things. He may notify the superior officer in charge to order an immediate investigation, or he may send another patrol unit to determine the reason for the delay. The dispatcher will then stand by for emergency action.

ACTION OF THE DISPATCHER WHEN A CRIME IS BEING COMMITTED

Immediately upon receiving information that a crime is being committed, the dispatcher should send two or more cars to the scene, giving the patrolmen as much information as is immediately available. It is important that police help be started on the way to the scene quickly. Additional information can be broadcast during the officers' trip to the scene of the crime.

Complainants should be kept on the telephone so that additional information can be obtained to aid the officers en route to the scene of the crime. Every effort should be made to get the description of the criminal, the exact location of the crime, and other pertinent information from the caller. This detailed information should be broadcast at once to the officers in the field. Determination of the total number of units to be dispatched to the scene of a crime will rest upon the additional information the dispatcher is able to extract from the caller. Whenever possible, the dispatcher should send the officer directly assigned to the beat in which the crime is being committed; he will also dispatch at least one other unit. Additional units may be sent at his discretion.

To aid him in directing the approach of the patrol cars to the location of the crime, the dispatcher should give close attention to his maps. Accidents between two emergency vehicles are not uncommon, because the siren of each prevents its driver from hearing the other. The greatest care should be given



Patrolman R. J. Mudd receiving and dispatching additional cars for assistance.

by the dispatcher to directing the cars converging on the scene of a crime, whether the approach is to be made with or without sirens. He must give special consideration to the blocking of all possible escape routes.

Throughout the operation, the dispatcher should continue to send additional information, or corrected information, to the patrol units. He must repeat the description of the criminal and transmit all details as he receives them. He will be wise to take advantage of communications lulls to repeat information previously broadcast.

Releasing and reassigning units at the scene of the crime is the duty of the dispatcher, once he has received the agreement of the ranking officer at the scene of the crime. It is important that vehicles be placed back in service as soon as possible. The dispatcher should determine the reassignment of vehicles on the basis of facts transmitted to him by the officers who are actually at the scene of the crime.

It is the dispatcher who must decide whether units are to be assigned spot details in an effort to apprehend escaping criminals or whether they shall be returned to regular patrol. If a ranking officer (such as the patrol sergeant, superior officer in charge, or the commanding officer) is at the scene of the crime, he may notify the dispatcher of any changes he deems necessary in the assignment of personnel and vehicles.

THE RADIO IS TO BE USED IN THE CONDUCT OF POLICE BUSINESS ONLY. BOTH PATROLMEN AND DISPATCHERS MUST KEEP RADIO CHANNELS OPEN. ★★★

IOWA VOTES OUT THE CORONER

Iowa voted this year to abolish the office of elective coroner as of 1960. Another state, Oregon, made the same move. Replacing the coroners will be trained medical examiners and the office will be appointive rather than elective. This brings to seventeen the number of states that now have trained medical examiners carrying out the functions of the coroner's office. Sponsors of the change-over in these states point out that the investigation of death is an extremely technical affair requiring a high order of competence and a medical school background but that the main weakness of the coroner is that he determines in the first instance whether a death is to be questioned and, therefore, investigated. They indicate that in the presence of a trained medical examiner, more deaths would be questioned than the records now show under the coroner system.

Lest We Forget

By Robert Sheehan

EDITOR'S NOTE: *The* JOURNAL *presents the second in a series of two significant articles dealing with the problem of police unionization. The first article appeared in the preceding issue of* POLICE. *As in other walks of life in this country, despite the best efforts of many capable and honest labor leaders, it is to be expected that communistic interests may not have overlooked the opportunity for infiltration into the ranks of organized labor. To whatever extent this may be true, unionization of police forces opens the way for invasion by subversive interests of this primary instrument for the preservation of the social order. History and the events of recent years reveal that high on the agenda of those who would overthrow government are well ordered plans to undermine and gain control of the police. This alone in the immediate years ahead is enough to place everyone on guard.*

ON Monday, September 8, the crucial day, Commissioner Curtis, apparently disregarding the recommendations of Mayor Peters, at 9:15 a.m. announced that he had found the nineteen policemen who had been tried guilty. In announcing his findings, he said, "I am of the opinion that the status of the accuser is not that of a mere employee, but that it is rather that of a public officer charged with the duties of such an official and that the relation of master and servant as between the city or State and the accused does not pertain. But assuming in consideration of the contentions submitted by counsel that the validity of the rule in question is to be determined by the Constitutional and legal principles applicable to the relations of a mere employee with his employer and to their respective and reciprocal rights and obligations alone, I remain of the opinion that the rule is plainly consistent with and is sustained by the provisions of our State and Federal Constitutions and by indisputable and decisive judicial authority both of State and Federal Courts, in accordance with which the rule has been established. . . . I am of the opinion that the rule in question and its operation must be determined by these large considerations . . . that the duties and the services of a member of the police force with relation to the State or city are not those of an employee, or to be defined or limited by the mere contractional relations, as between employees and employers. The relation of master and servant does not exist."

Never before and never since has the relationship between policeman and State been so adequately defined. However, this was no time for definitions. Sadly, these became lost in a myriad of excitement, strife and turmoil. It is important, nonetheless, not to lose for the sake of interest, the philosophical concepts developed by Curtis under such severe pressure. Had the man an ability to act as clearly as he thought, the strike would doubtless have been averted. For example, he stated, "The Police Commissioner . . . is entrusted with a very important public duty; the responsibility for its performance rests under the law solely upon him. He can divide it with no other official. He must act in fearless obedience to his own deliberate opinion of his duty. He must unfalteringly act in every function of his service with a single purpose to safeguard the public welfare, and secure the highest possible measure of efficiency and fidelity to the public interest, both in the administration of the department and in the discipline and conduct of its personnel. . . . To such service the Commissioner, by the acceptance of his office, stands solemnly pledged. Every man in the service has by his membership as a police officer, voluntarily undertaken by him, given like pledge of fidelity to the public, and this pledge imports on the part of every member of the force assurance and promise of constant support and aid to the chief of the department of which every police officer is an integral part. This pledge and obligation permits of no separable or divided allegiance."

That afternoon at 5:45 p.m., the police officers who had been found guilty were suspended from the force. That evening at Fay Hall, located at the corner of Washington and Dover Streets in downtown Boston, balloting began. It continued from 10 p.m. until 8 a.m. the following morning. The question was, Should we strike?

During the afternoon (Monday), Mayor Peters conferred with Governor Coolidge. The governor was reported to have taken the matter under advisement. This, time would tell, was not enough.

That evening at roll call, Captain Forest Hall of Station 14 in Brighton asked for the immediate resignations of any men who intended to go out on strike. No one stepped forward. Meanwhile, in East Boston at Station 7, Captain Jim Hickey advised his men to be careful before making any rash decisions. Back in the Washington Street business district, merchants were beginning to take jewelry from window displays. The feeling throughout the city was one

Address: Robert Sheehan, Assistant Professor, School of Police Administration and Public Safety, Michigan State University, East Lansing, Mich. NOTE: Photos presented through the courtesy of John I. Taylor, Publisher of *The Boston Globe*, Boston 7, Massachusetts.

Part of the crowds of 15,000 in Scollay Square on Wednesday afternoon, September 10, 1919.

of tension and uneasiness. At the Chamber of Commerce, one hundred volunteers were receiving last minute instructions in the event a general strike was called. Policemen in the neighboring communities were given immediate raises by selectmen. The Concord Police were given a four hundred dollar increase. The Wellesley Police were raised to an eighteen hundred dollar maximum. Reports from Newton indicated a scheduled pay raise.

The Boston Daily Globe of September 9 announced that Mayor Percy Houghton, former president of the Boston Braves and ex-football coach at Harvard, had volunteered his services as a policeman.

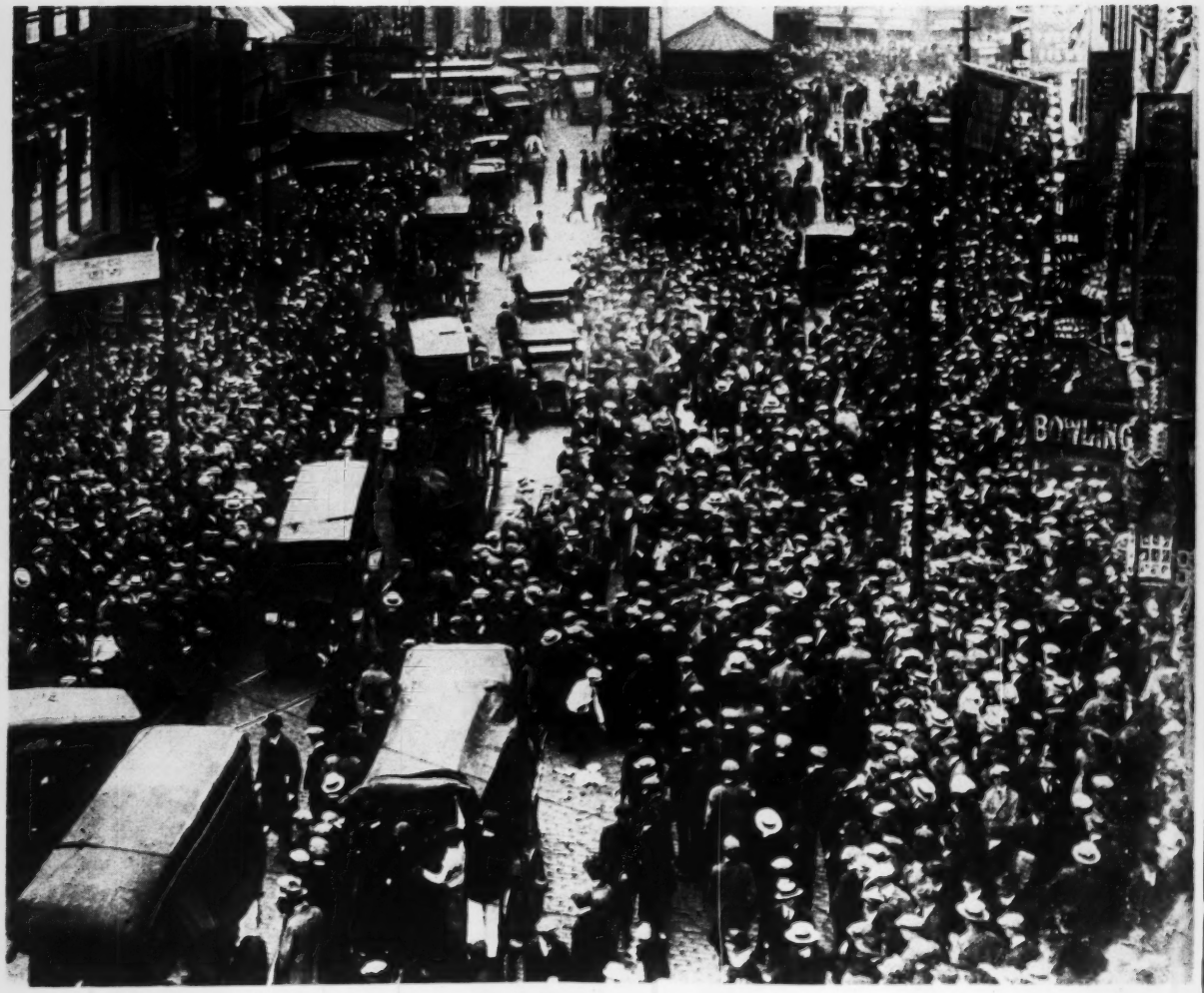
In this same edition, Union President McInnes, taking time out from directing traffic at Court Square, made a public statement regarding the fact that grievances centered around pay and work hours. Grievances, however, were fast becoming centered around emotions and hysteria. President McInnes was stepping out of the picture; the A.F. of L. was stepping in.

Sometime late in the afternoon Monday, perhaps while McInnes was talking to the *Globe* reporter, President Lowell of Harvard issued an appeal to his undergraduates to volunteer as policemen in Boston. This appeal was based on a telephone message Lowell had received Monday morning at 11 o'clock from Louis A. Frothingham of the class of '93, telling the president that the students were needed. In answer to the appeal, a statement by football coach Fisher is classic. Said Fisher, "To hell with football, if the men are needed." Supposedly, the entire football squad of one hundred and twenty-five volunteered.

Said the *Boston Globe* of the Harvard students a few days later, "Some of the Harvard students in times past have had considerable experience with the police, but until now few of them have had experience as policemen."

With this last bit of humor all laughing in Boston had subsided. The crisis was mounting by the minute and hour. By the next morning, the vote was in. Of the 1,544 patrolmen in Boston, 1,137 had voted, and 1,134 had voted to strike. Only two had voted not to strike. One had voted blank.

Superintendent of Police Michael H. Crowley, on very uncertain



Part of the crowds of 15,000 in Scollay Square on Wednesday afternoon, September 10, 1919.

ground, assured the city's citizens that they would be protected. Two hundred retired police officers plus five hundred citizens had volunteered for duty.

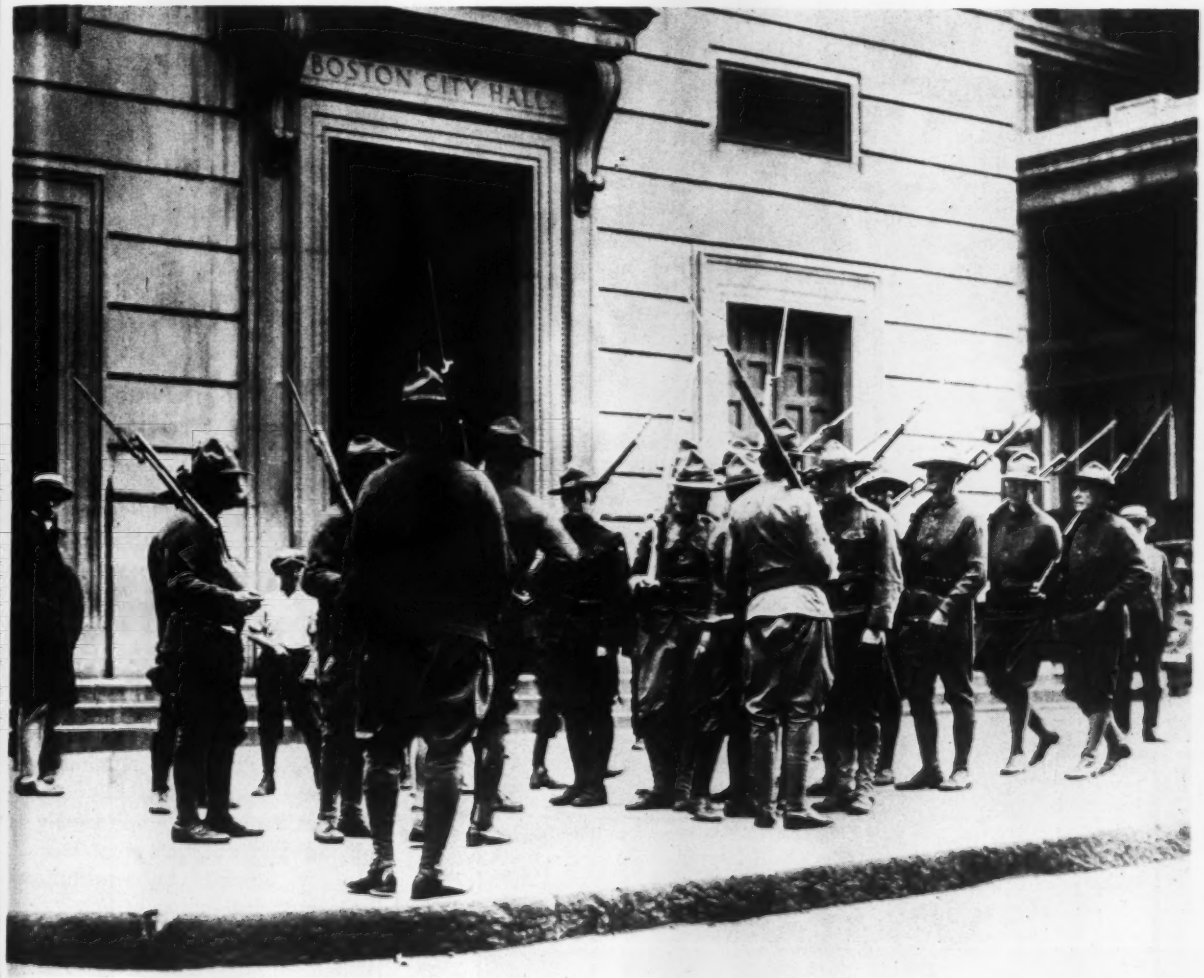
Quoted in the *Boston Evening Globe* on Tuesday, September 9, an unnamed official spokesman of the Boston Police Department said, "Don't let the public be deceived; these men who have voted to go out on strike love law and order as much, if not more, than other citizens of the community. Don't worry about the uniformed policemen."

On that same Tuesday afternoon, Coolidge, Curtis and Peters conferred at the Governor's offices in the State House atop Beacon Hill, just around the corner from the Parker House, scene of the first meetings between the Citizens' Committee and the union officials. Nothing, it seems, resulted from this conference.

At 5:45 p.m. on Tuesday, the strike began. Wednesday's *Daily Globe* reported it in this manner: "Following a quiet and orderly strike of the police patrolmen of Boston last night, hoodlums took possession of the downtown streets, and by midnight had done a great deal of damage all over the city. . . . For the first time in the memory of man, Boston was given over to lawlessness. . . . Boston has never seen such a night. Utterly without police, in the hands of wanton hoodlums, a proud city has fallen into pointless, meaningless disorder."

Boston was completely without protection. Stores were looted all over the city, particularly in South Boston and Andrew Square and on Washington and Hanover Streets. Two sailors held up a man in the downtown section in the presence of five hundred people, going through his pockets and stealing his money. Many false fire alarms were sent in from boxes in outlying districts. James J. Burns, a man in his 70's was reported to have held back a crowd of nearly five thousand people with a revolver while protecting his store.

Wednesday morning found the streets littered with stolen goods and with glass from broken store windows. Former Police Superintendent William H. Pierce was accepting applications from hundreds of civilians



Members of the National Guard congregate in front of Boston City Hall, bayonets fixed and ready for duty.

who were lining up in front of the Chamber of Commerce. That afternoon, five thousand people rioted in Scollay Square.

Governor Coolidge, recognizing the fact that something must be done, called out four thousand State Guardsmen (four regiments and one machine gun battalion). In the meantime, the State A.F. of L. and the Boston firemen pledged their full support to the striking Boston policemen. The hysteria was catching like a winter virus. Fifty more patrolmen joined the union and several Metropolitan Park Police appeared at Fay Hall asking for information about the possibility of their joining. The city had gone crazy in less than twenty-four hours.

That afternoon and evening there were two people killed and nine wounded in shootings and stabbings. The riot in Scollay Square attracted ten thousand more people. In the face of fifteen thousand jeering ruffians, the State Guard Cavalry was useless. Officers were stoned and heckled. Stores and their entire contents were demolished. The city was in a complete and confirmed state of anarchy. Anything went.

Besides the four thousand State Guardsmen, eight hundred and twenty-five civilian volunteer policemen had been recruited. Brigadier General Samuel D. Parker was placed in charge of the Guard by Coolidge. Businessmen began to take security measures by putting up barbed wire in front of their business establishments. Boston Common was given over to gamblers who were seen shooting dice everywhere. Two more men were killed and five women were reported among the injured.

At this point there was no accurate means of determining exactly what was happening. The Metropolitan Park Police refused to do street duty. Nine more Boston policemen joined the union. Complete chaos was reported city-wide.

On Thursday, two more men were killed. The total of injured in hospitals was fifty-two. By Thursday night, with four thousand guardsmen on duty around the clock and nearly one thousand civilian

A group of policemen milling around outside Fay Hall at Washington and Dover Streets just prior to voting for the strike.

volunteers, rioting subsided. The Boston Central Labor Union was still appealing to organized labor to go on strike at once. Estimated property damage was a half a million dollars. Machine guns were being placed in all police stations.

On Friday, Samuel Gompers, President of the American Federation of Labor, issued an appeal to the Boston patrolmen to return to work. By this time, however, violence had subsided considerably. On Friday afternoon only one woman was injured.

Governor Coolidge announced that he considered the union patrolmen as deserters and not as strikers and that he was bitterly opposed to their reinstatement. Disregarding Coolidge's feelings, which was not at all unexpected under the circumstances, the patrolmen meeting at Fay Hall voted to go back to work.

Police Commissioner Curtis, who had been removed from his position sometime during the fracas (it is difficult to determine just when) and had been subsequently reinstated shortly thereafter, vehemently opposed taking the strikers or deserters back.

On Saturday afternoon, three more men were shot and one was killed in skirmishes around the city as Curtis asked for power to appoint new policemen. In a last ditch attempt to act positively, Curtis discharged the nineteen men he had previously suspended.

On the following day, Sunday, all was quiet. On Monday, the fire department voted not to strike and the policemen on duty received a pay hike of $450 per year. On Tuesday, Curtis intimated that he would take all the strikers back. On Wednesday, he announced that he would take no strikers back.

And so ended the famous Boston Police strike of 1919.

The only smile realized by anyone during the entire campaign came when Calvin H. Wilbur of Malden, a volunteer policeman, was dismissed from the force after he attempted to arrest his own wife, from whom he had been separated for four months, for stealing his clothes when she left him; and even this story had a somewhat sad overtone.

Does this documentary tale from the history books of Boston have any meaning to the police administrator of today? It unquestionably does.

It spells out very emphatically, in blood if you will, that no policeman, by law, morality or constitutional guarantee, has any right to organize through the medium of a labor union or any authority set up for arbitration. The *Boston Evening Transcript* of September 11, 1919, puts it this way, "The police of a city can no more be allowed to organize in allegiance to forces and interests outside the constituted authority than regiments of an army can be allowed to do so. This is obvious. It is beyond all thought of toleration. The intelligence of the personnel of the average American police force should make this clear to themselves. . . . The very act of striking proves conclusively that the police are in the wrong. They are sworn to preserve the public peace and by striking they have violated their pledge."

Several noteworthy court decisions support the hypothesis that the police officer has no right to join a union. In Kimball vs. Boston, 1 Allen 172- "Police officers can in no sense

be regarded as agents or servants of the city. Their duties are of a public nature. Their appointment has devolved on cities and towns by the legislature as a convenient mode of exercising a function of the government—the detection and arrest of offenders, the preservation of the public peace, the enforcement of the laws, and other similar powers and duties with which police officers and constables are intrusted, are derived from the law, and not from the city or town under which they hold their appointment. Police officers act in their public capacity, and not as the agents or servants of the city."

In Hathaway vs. Everett, 205, Mass., 246—"Policemen, when guilty of wilful wrong doings, do not act as servants of the city although they have been appointed or elected by it, but as public officers. . . ."

In White vs. Manistee, 105 Michigan, 608—There can be no complete city corporation without means of enforcing such regulations as are necessary for the peace and good order of the community, and this can be done only by the aid of officers. . . . The police force is nothing more, insofar as it is lawfully constituted, than an additional force of constables and watchmen appointed by the State for certain limited purposes. . . ."

In Porter vs. State, 124, Georgia, 292—"The term policeman is the legal equivalent of 'watchman' at common law. . . ."

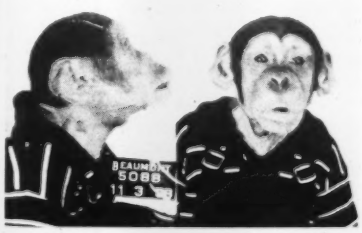
In Brown vs. Russell, 166, Mass., 14—"Public officers are created for the purpose of effecting the ends for which the government has been instituted, which are the common good, and not the profit, honor or private interest of any one man, family or class of men. In our form of government it is fundamental that public offices are a public trust and that the persons to be appointed should be selected solely with a view to the public welfare. . . . There are many employments by the Commonwealth, or by the cities and towns of the Commonwealth, which do not constitute the employee a public officer. . . . It is sometimes difficult to make the distinction between a public office and an employment, yet the title of 'public officer' is one well known to the law. Every copying clerk or janitor of a building is not necessarily a public officer. . . . In our opinion, the persons appointed to the . . . department of the District Police Force . . . are public officers and not merely employees of the Commonwealth. They are appointed by the Governor . . . and the Governor may at any time command their services in suppressing riots and in preserving the peace. . . . They have and exercise some of the powers of government."

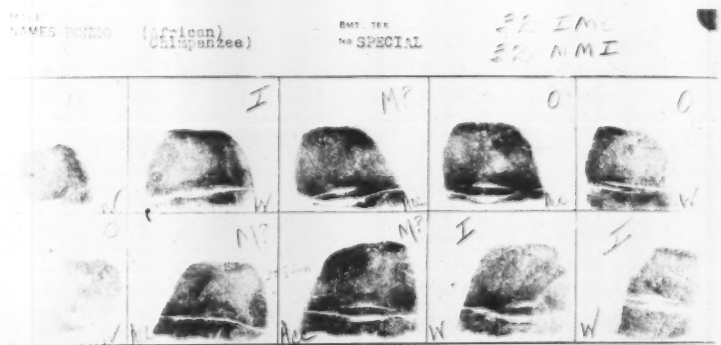
In Chapter 162, Massachusetts Acts of 1851: "Rights, Constitutional or statutory, with respect to the contractual obligations as between employer and employee are not the safeguards or tenure or place of guarantee of emolument of a public officer, who can be deprived of his office only by the methods defined by the statute. He may be removed only by such process. . . . A member of the police force or a police officer is a public officer by express and uniform adjudication."

In perhaps the most famous decision ever handed down on this topic, Oliver Wendell Holmes, then sitting on the Massachusetts Supreme Bench, wrote (in Macauliffe vs. New Bedford, 155, Mass., 216): "The petitioner may have a Constitutional right to talk politics, but he has no Constitutional right to be a policeman. There are few employments for hire in which the servant does not agree to suspend his Constitutional right of free speech, as well as of idleness, by the implied terms of his contract. The servant cannot complain, as he takes the employment on the terms offered him. On the same principle the city may im-

PAGE MR. DARWIN

It is reported that on the occasion of a "Circus in Town" in a southwestern city, Bonzo escaped from his cage. Walking casually along a sidewalk in the business district, he was attracted by the glitter from the interior of an exclusive jewelry store. He conceived the brilliant idea that silver plate and expensive crystal were good things to throw, and that large mirrors along the wall would make excellent targets. In the course of making a shambles of the place, a patrol car appeared. Bonzo was arrested and taken to headquarters where he was mugged and fingerprinted. Note the pattern detail. It has long been known that man and the ape or monkey are the only living beings possessing fingerprints.





Black hair; Brown eyes; 33 1/4" tall; 41 lbs; Born January 1937, in Kenya District, Africa. Owner- Larry Banthin, Royal American Shows.

pose any reasonable condition upon holding offices within its control. This condition seems to us reasonable if that be a question subject to review here."

These decisions and quotations, when compiled, give the police administrator a rationale, founded on law and Constitutional right, upon which to base a fundamental objection to the present day attempts to unionize police. On the other hand, the police official has an obligation, in conscience based on a sense of legal, if not spiritual, morality to oppose any efforts, regardless how slight, to unionize police. He also possesses a similar obligation, no less important, to do everything in his power to assure his men a living wage and good working conditions. In the accomplishment of this obligation, he must indeed be as firm as he is in his opposition to unionization. The public, on the other hand, in demanding the best of service from the police should be equally concerned with the welfare of those men who contribute so much to our American way of life.

It is good to see Commissioner Kennedy act so firmly. As long as men of his calibre and moral fibre continue to fight forces constituted in blatant opposition to the spirit of the law, and hence of freedom, America need not worry about slipping back into the chaos of 1919.

Governor Calvin Coolidge, in a Proclamation given on September 24, 1919, summed it up very well, "There is an obligation, inescapable, no less solemn to resist all those who do not support the government. The authority of the Commonwealth cannot be intimidated or coerced. It cannot be compromised. To place the maintenance of the public security in the hands of a body of men who have attempted to destroy it would be to flout the sovereignty of the laws the people have made. It is my duty to resist any such proposal. Those who would counsel it join hands with those whose acts have threatened to destroy the government. There is no middle ground. . . . That way treason lies." ★★★

"THE BADGE SPEAKS"

By John L. Andrew, Vice President
First City National Bank, Houston, Texas

Don't overlook me . . . Ladies and Gentlemen . . . I'm the Police Badge . . . Right up in front here . . . Put the spotlight on me . . . and always keep it on me . . . because I'm proud to play a part in the lives of the men who wear me as their Badge of authorized public service . . . Now we all know that badges don't talk . . . But they command attention . . . Don't you think? . . . And inasmuch as badges have no voice to speak . . . Suppose I just hang up here and glitter in the spotlight . . . and think of what I would say if I could really talk . . . I'd start off by saying . . . "Howdy, Partners!" . . . And then I'd reminisce a bit by saying . . . that I remember the first time each of you pinned me on your chest . . . You were mighty proud . . . And I was proud, too . . . And I know that men who wear badges have very little to say about their work . . . or their deeds . . . That's why I would like to talk for them . . . And believe you me . . . I could tell a lot of fine things . . . that our police officers do in their every day service to their communities . . . Yes . . . I've seen them sweat . . . I've heard them laugh . . . and I've seen them cry, too . . . I've listened as they prayed . . . And I've lived every second of every moment with them . . . Every second of these sometimes anxious long, long moments . . . I've witnessed excitement . . . and Murder . . . I've seen Suicide . . . and I've been with my wearer as he removed the injured or lifeless bodies . . . of men and women . . . and Children . . . From the twisted steel which was once a beautiful, shiny, new automobile . . . I've even felt their pulses and heard their heart beats . . . as they knelt to gently pick up a little child . . . lying on the pavement beside a shattered red bicycle . . . And many, many times . . . I've seen girls and boys . . . barely in their teens . . . in trouble . . . marijuana . . . heroin . . . alcohol . . . smoking guns . . . and occasionally a knife . . . or rusty ice pick . . . beside the still form of a young lady . . . or young man . . . who didn't stop before it was too late . . . Yes . . . I've heard and seen many amusing things, too! . . . But all of this goes with the every day job . . . of the officers who wear me as their Badge . . . As I said . . . some of these reflections are humorous . . . but a majority of them are ghastly and gruesome . . . And they all play a part in the busy lives of those who wear me . . . And I was just thinking . . . that if we didn't have these men and women . . . of Badges . . . serving law and order in our cities . . . our counties . . . and our state . . . our property and homes . . . our loved ones . . . and even our own lives . . . wouldn't be worth a plugged nickle . . . I am the Emblem of constitutional government . . . Loved by the good . . . and despised by the bad . . . So if I really could talk . . . and if I were asked to say a few words . . . I would first say I'm proud to play a part in the life of a police officer . . . and I'm humbly grateful for the untiring spirit . . . and undaunted courage of my wearer . . . And then I'd be too filled with emotional pride to say much more than . . . "Thank you . . . and may God bless you and protect you . . . and prepare you for these supersonic rocket-studded heavens of tomorrow!" . . . Say . . . wouldn't it be nice if Badges could really talk . . . Wouldn't it? (Photograph by Arnold J. Kaplan.)

Police Education: A University Aids the Smaller Departments

By Oliver Schroeder, Jr.

EDITOR'S NOTE: *The author received the A.B. degree in 1938 from Western Reserve University and the LL.B. degree in 1941 from the Harvard Law School. During the period 1941-43, he was Attorney for the War Department, Cleveland Ordnance District and from 1943-46, served as Naval Intelligence Officer, translating captured Japanese Documents. He was Assistant General Counsel for the Cleveland Transit System from 1946 until appointment to the faculty of the Western Reserve University School of Law in 1948, where he organized the Law-Medicine Program, including the program on Criminal Justice. He was named Director of the Law-Medicine Center in 1954. Professor Schroeder is a member of the Executive Committee of The Academy of Forensic Sciences and the author of numerous articles on Science and the Law. He was Reporter-General, Section on Criminal Law, Committee on New Scientific Procedures and the Protection of the Rights of the Accused for the Fifth International Congress on Comparative Law, held in Brussels in 1958.*

This is the second in a series of articles appearing in the JOURNAL *directing attention to those universities and colleges throughout the nation who have brought their training resources into contact with the personnel requirements of police service. The first article concerned the police training program at Michigan State University and appeared in the January-February, 1959 issue of POLICE.*

IN THE professionalization of law enforcement through education, small and medium sized police departments present an exciting challenge. The Law-Medicine Center at Western Reserve University in Cleveland is seeking to meet that challenge through its police education program. The government of Cuyahoga County as represented by the Coroner's Office cooperates in presentation of the program.

Several basic concepts have governed the Center in its law enforcement training since it was established in 1953:

1) The smaller sized police departments require professional training just as much as larger departments.

2) Every member of these smaller departments needs such training—not merely a selected group of any one department.

3) Smaller sized departments unable to establish individual police academies can cooperate to form one school for many departments.

4) Professional education can best be achieved in a University which has an educational environment.

5) A faculty drawn from a University and individual police departments can blend together a *quality* police training program.

Six years of experience and nine full-time, one-month police schools, have proved the wisdom of these basic concepts.

The schools include 170 hours of instruction in one calendar month period; lectures, demonstrations, workshops, and individual students' projects are the techniques used. Two types of schools are offered: a basic course for new police personnel, and an advanced course for experienced officers.

The curricula, with hours assigned, are:

Criminal Law:

	Basic	*Advanced*
Offenses	10	6
Arrest, Search & Seizure	4	2
Warrants	2	2
Grand Jury	1	2
Rules of Evidence	4	4
Criminal Justice Team	2	2
	23	18

Administration of Criminal Justice:

County Prosecutor	1	1½
Municipal Prosecutor	2	2
Juvenile Court Procedures	2	2
Criminal Trial Judge	1	1
Defense Attorney	1	1
Probation Procedures	1	1
Penal Procedures	1	1
Parole Procedures	1	1
Reportable Deaths	1	1
	11	11½

Psychology and Interrogation:

	Basic	*Advanced*
Psychology for Police	2	2
Psychology of Interrogation	2	3
Semantics of Interrogation	2	2
Observation and Description	2	2
Handling the Mentally Ill	4	2
Sex Offenders	1	2
	13	13

Investigations:

Auto Theft	2	2
Burglary	1	3
Homicide	1	3
Narcotics	1	3
Liquor Law Enforcement	2	2
Arson	1	2
Professional Criminals	1	3
Investigation Reports	1	1
	10	19

Address: Professor Oliver Schroeder, Jr., Director, The Law-Medicine Center, Western Reserve University, Cleveland 6, Ohio.

(Above) Preparing police school plans are, left to right: Prof. Oliver Schroeder, Jr., Director of The Law-Medicine Center; Dr. Samuel R. Gerber, Cuyahoga County Coroner; Dr. Alan R. Moritz, Director of the Institute of Pathology; and George W. O'Connor, Clinical Instructor in Criminology and Coroner's Investigator.

(Below) Presentation of a certificate of satisfactory participation marks the completion of all schools, courses and institutes.

Scientific Aids and Techniques:		
Trace Evidence	2	3
Collection and Preservation	2	2
Lie Detection	1	1
Sketching	1	2
Photography	2	2
Casting and Molding	2	2
Fingerprints	2	2
Crime Scene	7	14
	19	28

Field Techniques:		
Patrol Procedures	3	1
Traffic Enforcement	21	14
Mechanics of Arrest	8	8
Firearms—Range	7	7
	39	30

Medical-Legal:	*Basic*	*Advanced*
Alcohol	2	3
Fires and Asphyxia	1	1
Autopsy	1½	1½
Blunt Violence	1	1
Gunshot Wounds	1	1
Suicide	1	1
Poisons	1	1
Time of Death	1	1
Identification of Dead	1	1
Apparent and Real Causes of Death	1	1
	11½	12½

First Aid:		
Handling the Sick and Injured	6	3
Obstetrics	1	1
Recognizing the Diabetic	1	1
	8	5

General:		
Police Records	1	2
Police Communications	1	2
Press Relations	3	3
Traffic Engineering	1	2
Case Preparation	1	2
Juvenile Delinquency	2	2
Adult Delinquency	1	1
Race Relations	1	1
	11	15

Administrative:		
Introduction	1	1
Examinations	5	5
Graduation	1	1
	7	7

The 11 to 17½ hours remaining are devoted to specially assigned individual projects.

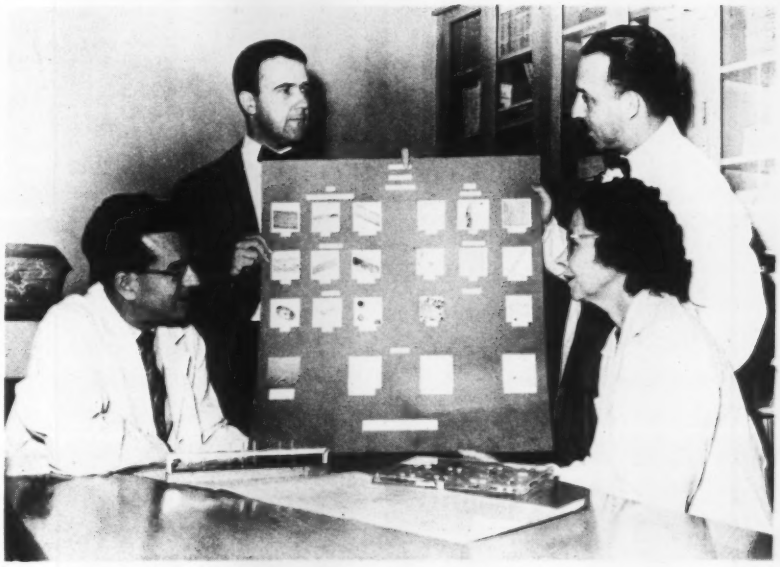
Police Departments which have cooperated in organizing the schools are primarily from suburban Greater Cleveland, which includes 57 separate departments ranging in size from one to seventy officers. To date 227 police students from 36 of these suburban police departments have received certificates of satisfactory participation. Police departments outside Cuyahoga County have also availed themselves of the opportunity to send personnel to these one-month schools—26 officers from Ohio and one officer from Florida have participated.

The educational challenge facing smaller police departments is exciting. Limited personnel often precludes specialized units in the departments. Each police officer must be primarily a *general practitioner.*

To educate for the general practice of law enforcement demands a

faculty selected with care and understanding. In the nine schools, over 90 different individuals have served on the faculty. Each one-month school requires nearly fifty such instructors. From the University faculty are drawn professors in the following specialties: law, psychology, psychiatry, speech, sociology, forensic pathology, obstetrics, orthopedics. Various law enforcement agencies provide lectures and demonstrators for: criminal investigation (homicide, burglary, robbery, narcotics, arson, auto theft, traffic accident); scientific laboratory work (fingerprinting, casting and molding, ballistics, alcohol, blood, trace evidence, toxicology, photography); firearms practice, record-keeping, report-writing, patrol, and communications. Public officials concerned with the administration of justice also participate in the areas of: juveniles, probation, parole, penal procedures, traffic education and engineering, prosecution and the criminal trial, liquor control. Public relations problems of concern to police officers are presented by representatives of the press, radio, and television. Occasionally foreign visitors have shared their law enforcement experiences with the schools—Commander George H. Hatherill, Head of the Criminal Investigation Department of Scotland Yard, and several British pathologists who work with British police have lectured. A professional spirit in law enforcement is nurtured not by provincialism but by an international outlook.

The Law-Medicine Center provides two other educational experiences to meet the professional needs of the general police practitioner. One is the annual one-week Institute on Science in Law Enforcement which is held each June. This program is designed for police officers from distant communities. The men's residence hall provides lodging; the University cafeteria, food. Opportunity to live together for one week—studying and talking law enforcement problems—generates new ideas



(Upper) Practical demonstrations of scientific aids in criminal investigation are presented by the professional staff of the Coroner's Laboratory.

(Lower) Members of the March, 1958 Suburban Police School represent police departments from 20 small and medium-sized municipalities. One lecturer in this school was Commander George H. Hatherill (1st row, far left), Head of the Criminal Investigation Department, New Scotland Yard, London, England.

and new techniques to use in the officer's daily routine. The class work in the institute varies. In June, 1958, the students concentrated on investigating crime scenes, using scientists, interrogating suspects, handling juveniles, administering a police department, and looking ahead to future police problems. In the five annual institutes already presented officers from 24 states, Canada, Ecuador, Great Britain, and the Union of South Africa have enrolled. Local, state, and federal law enforcement agencies have been represented.

In addition to the one-month schools and the annual one-week institutes, the Center offers semester courses on the basis of one meeting a week in the evening hours, for a 2-hour period. Officers seeking to better themselves by taking courses to prepare for promotional examinations find these offerings especially convenient. Work time is not lost; concentration on special police training areas is possible. Courses in enforcement and procedure of criminal law, evidence and proof of crimes, police problems and practices, and scientific aids for law enforcement officers have been presented.

Education Is More Than Instruction. Police education is no excep-

Emphasis on proper arrest and search techniques is offered by experienced police instructors.

tion. Auxiliary opportunities in research, publication, testing, and other services for the police practice are available when a university handles police education. At Western Reserve University these auxiliary functions are not only good in themselves—they also buttress the instructional program wherever applicable. A research project on homicide in the urban area, a publication entitled *International Lectures on Police Science*, the preparation and administration of police recruit and promotional examinations for municipalities, the Center has accomplished. In this manner University collects, evaluates, and diffuses practical knowledge to the law enforcement practitioner.

For men or institutions, growth is the blood stream of life. Growth in law enforcement today is geared to professionalizing the service. Education is one vital element stimulating and nourishing this growth. Historically the university is a method for education because it is a seat of learning. Police education on the campus utilizes this educational tradition as it faces the future. The Law-Medicine Center at Western Reserve University is proud to be a part of this unfolding drama of law enforcement—not only for what the Center can give, but also for what it receives from the police officer who serves his fellow man and human society. ★★★

2 New Books for Police Officers

THE PAROLE PROCESS

By **G. I. Giardini,** *Superintendent of Parole Supervision, Pennsylvania Board of Parole.* A solid, well-written book on the modern parole situation. **Writing with the authority of vast personal experience,** the highly respected Superintendent of the Pennsylvania Board of Parole gives views and discussions that are a "must" for the law enforcement officer. **Every situation is viewed:** the huge institutional phase, interviewing, recording. The goal of supervision is defined and common supervision problems analyzed. **Helpful techniques are introduced.** Packed with practical information on interstate cooperation, fugitive refugees, recruitment of qualified personnel, and training personnel methods. A model parole system is outlined. This book will assist you on a thousand-and-one occasions with your own parole problems.

Publication date July 1959 **480 pages**
$12.50

CRIME AND KIDS: A Police Approach to the Prevention and Control of Juvenile Delinquency

By **Inspector John E. Winters,** *Metropolitan Police Department, Washington, D. C.* Offering a **realistic approach** to the spreading tragedy of civilization —youthful killings, rapes, robberies, and vandalisms. Inspector Winters' book is the result of a **penetrating study of current police techniques** and the general thinking of those concerned with the prevention of juvenile delinquency. The author offers the BEST POSSIBLE APPROACH TO THE PROBLEM ON A LONG-RANGE BASIS. Determined, steadfast and continued action will help the young who do not want to rot in prisons or die in execution chambers. They need that help. The Police can give it. Inspector Winters TELLS HOW TO MEET THE CHALLENGE.

Police Science Series

Publication date July 1959 **176 pages**
$5.25 **8 illustrations**

CHARLES C. THOMAS • PUBLISHER 301-327 East Lawrence Avenue SPRINGFIELD • ILLINOIS

The Canine (K-9) Corps Of the Baltimore Police Department

By Inspector Leo T. Kelly

EDITOR'S NOTE: *There are many who feel that the use of dogs on patrol merits serious consideration by Police Departments everywhere. In this revealing article, Inspector Kelly points the way with basic information concerning the formation, administration and use of this new police unit. In addition, in a letter to the Editor, he states, "Since the innovation of the Canine (K-9) Corps in this Department, we have found that the use of trained dogs properly controlled by experienced police officers has undoubtedly been an excellent deterrent, particularly when they are assigned to those areas of the city where the records show crime to be most prevalent. We have also found that trained dogs are particularly effective for apprehending offenders fleeing from the scene of a crime; detecting burglars in operation; dispersing disorderly crowds; appearing at the scene where an officer may be having trouble with a prisoner; trailing and detecting wanted persons hidden in wooded and suburban areas, particularly at night, and for other uses. We plan to add additional police officers and dogs to this unit in due course of time."*

ON Tuesday, December 11, 1956, an article was published in one of our local newspapers which was one of a series of articles written by one Martin Millspaugh pertaining to Scotland Yard. This article, the last of a series, was devoted to the use of police dogs in London. As a result of the letters and inquiries received by Commissioner James M. Hepbron, an article appeared in the *Morning Sun* on December 17, 1956 which briefly stated that Commissioner Hepbron was interested and saw the possibilities of using dogs in the Baltimore City Police Department.

On December 18, 1956, two dogs that had had previous training were offered to the Baltimore City Police Department and, with two officers also with previous dog experience, the program was put into effect on an experimental basis. By the middle of January 1957, fourteen dogs had been acquired as potential candidates and fourteen men were selected and assigned to the K-9 Corps. These men were chosen as a result of a questionnaire which was sent to all members of the department asking for volunteers. These men and dogs were trained daily until March 1, 1957. At that time, they were put on the street on Friday and Saturday nights, working the areas where crime was most prevalent. Shortly after this, actually on April 17, 1957, Commissioner Hepbron, considering the experiment a success, went before the Mayor and City Council and appropriations were made through the Board of Estimates which resulted in the K-9 Corps becoming a permanent part of the Baltimore City Police Department.

Address: Inspector Leo T. Kelly, Baltimore Police Department, Baltimore, Md.

ADMINISTRATION

The administration of the Canine (K-9) Corps is under the direction of an Inspector of Police. A Lieutenant has been placed in command of the unit, and he has a civilian trainer assigned to him whose sole responsibility is the training of the officers and the dogs. There are also 3 sergeants assigned to the K-9 Corps who assist in the training program. These sergeants also monitor the activity of the K-9 patrol force in the field under the direction of their commanding officer. These sergeants were selected on the basis of their qualifications, and previous knowledge and experience in training and handling dogs. The balance of the organization at present consists of 30 officers (patrolmen), a clerk and 40 dogs.

METHOD OF SELECTING OFFICERS

It must be kept in mind that an officer to work with a dog must want to do so—he cannot be forced into the job as his reactions to his work reflects in the animal. All officers, therefore, must volunteer. From this list they are carefully screened and selected. First, they must meet certain requirements:

(a) They must live in their own home. This home must have adequate ground or a yard to house and care for a dog.

(b) The officer's wife and family must be investigated from the standpoint of willingness and approval.

(c) They must have available an automobile to use at all times.

(d) Their personnel record with the department must be good.

(e) Sufficient practical police experience or knowledge before being assigned to unit.

The cost of the K-9 Corps consists of the salary of the personnel assigned to the unit plus an estimated figure

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of $200 per year per dog. (This latter figure is based on the cost of food, equipment and veterinary charges.)

All dogs have been donated outright to the department for use in police work. They must be German Shepherd dogs (male) sound of body, physically fit and of good even temperament—neither vicious nor shy, and preferably under 3 years of age.

No kennel facilities are provided. Each dog is assigned to an officer and from that point on lives with him at his home. The fact that the dog is with the officer constantly not only provides a closer bond of relationship between man and dog, but it also eliminates the necessity of the erection of expensive kennels and the personnel to staff same.

Food is purchased by the department and distributed to the individual officer as required. This food consists of a kennel biscuit and canned horse meat or beef.

Each officer is taught to train his own dog. The dog is first trained in basic obedience, and tested for gun shyness. Next, attack work and then trailing (location of lost persons or criminals). Finally, the dog is trained to locate articles or materials that could be used as evidence. (It is extremely important in the attack training that the dog attacks only on command of his handler and releases immediately when told.)

OPERATION

Members of the K-9 Corps are assigned to the Headquarters Roster and they are available for use anywhere in the city. This unit operates on a three shift basis. Shifts No. 1 and No. 3 work concurrently between the hours of 6 p.m. and 2 a.m. Shift No. 2 works the hours of 8 a.m. to 4 p.m.

This results in an officer working two weeks of night work followed by one week of day work. There is also a small force operating on the streets in radio cars between the hours of 1 a.m. and 9 a.m. During the day shift the training of the men and dogs is intensified and developed. All men on the day shift are on a standby basis for emergencies, but, by the rotation method, a small force operates in radio equipped vehicles and occasionally on foot, on the street during the daylight hours. (It is important that both officers and dogs continue in their training to keep up their effectiveness and to increase their ability.)

Officers of the Corps and their dogs are assigned to sections of the city where crime is most prevalent. They replace manpower due to the fact that additional officers need not be assigned to these areas. The actual area in which the dog is to operate is given to each District Commander via teletype on Monday of each week so that he can utilize the assignment of extra men to areas other than those covered by dogs.

Making an estimate of the situation.

Primarily, a dog and officer work on foot and are assigned two posts instead of one. These dogs are always worked on leash and only released when actually necessary to apprehend a criminal. However, 4 radio patrol cars are utilized—one being the Monitor Sergeant. The dogs ride in the cars with these officers and, being mobile, are very effective in taking calls anywhere in the city.

TYPES OF CALLS HANDLED BY THE K-9 CORPS

Possibly the greatest value of police dogs lies in their mere presence on the street. The psychological effect has been tremendous and their deterrent effect on crime cannot be measured.

Primarily they are assigned to areas where assaults, purse snatchings and yokings (muggings) are most prevalent. However, the dogs are very effective in dispersing and controlling crowds, in searching buildings, in assisting with arrests and the actual apprehension of criminals. They are also detailed (during visiting hours) in the vicinity of our hospitals as a preventive measure against purse snatchings and assaults, etc.

Their function is not to replace the Post Officer, but to work in conjunction with him, keeping in mind that their effectiveness is greatest on the public streets and in the city parks.

PUBLIC EXHIBITIONS

Upon requests, the members of the Corps demonstrate the use of their trained dogs at both private and public

---

(Upper) Trained for teamwork in situations requiring the use of more than one officer and dog.

(Lower) The dog is allergic to an adversary pointing a gun.

(Upper) The K-9 Corps lines up at roll call for inspection. (Lower) There's a lot of patrol power in this man-dog combination.

functions throughout the city, and the adjacent counties.

These exhibitions are most interesting and the requests have become so numerous that we find it impossible to comply with all of them. We have established excellent public relations through these demonstrations.

SUMMARY

As of this date, the Baltimore City Police Department is utilizing the services of 40 trained dogs. At the present time, we have 18 officers and dogs patrolling the streets of Baltimore on foot each night, in addition there are 4 radio patrol cars each with officer and dog.

The Canine (K-9) Corps occupies a building formerly used as a Police Station. The detention cells in this building are occasionally used for housing our dogs. The building is spacious and contains ample space for expansion. Much of the training during inclement weather takes place in the basement of this building. There is also an out-of-doors fenced in training area which is situated in one of our city parks within close proximity to our present quarters.

The general public has accepted this program wholeheartedly and the press has been most cooperative. The entire program has had the desired effect, and that possibly can be summed up in this brief statement—"You can argue with a Police Officer, but you cannot argue with his dog."

ACTIVITIES OF THE K-9 CORPS—YEAR 1958

ARRESTS

Assault and Robbery	4 Cases
Assault	56 Cases
Larceny	21 Cases
Disturbing the Peace	18 Cases
Drunk on the Street	28 Cases
Deadly Weapons	17 Cases
Trespassing	1 Case
Vagrancy	8 Cases
Indecent Exposure	5 Cases
Burglary	18 Cases
Tampering With Automobiles	1 Case
Cruelty to Animals	15 Cases
Disorderly Conduct	275 Cases
Purse Snatch	2 Cases
Escapees From Penal Institution	6 Cases
Total	475 Cases

Radio Cars of the K-9 Corps responded to 2404 calls.

PLACES SEARCHED BY MEMBERS OF THE K-9 CORPS

Buildings searched	240
Wooded areas searched	7
Ships searched	1

DEMONSTRATIONS BY MEMBERS OF THE K-9 CORPS

Television Shows	3
Service Clubs and Patriotic Organizations	24
Schools	8
Cub Scouts	38

PFC Charles F. Cope, Jr., 728th Military Police Battalion (Korea) needs all his strength to control the attack in a training session. "Rebel" is one of 120 German Shepherds on duty in the Korean sector. In the 8th U.S. Army Sentry Dog Detachment, handlers and dogs are trained as a team. They must know each other well enough to work hand-in-glove and are always on duty together after completing an extensive training program.

Ready for action is sentry dog "Red Rex" as he is given an alert by his handler, PFC Coy A. Strait. The distinct position of the dog's body tells someone suspect is on the post.

EDITOR'S NOTE: The strategic value of dogs on patrol is further confirmed by their expanding use in the U. S. Armed Forces. Scent-Sight-Sound-for-Security is the slogan of the Eighth U. S. Army Sentry Dog Detachment, 728th Military Police Battalion. The detachment employs 120 German Shepherd dogs to accomplish its mission. It is anticipated that additional dogs will be made available for duty in the near future. Each dog section is under the command of a noncommissioned officer, and the sections are deployed from the demilitarized zone along the 38th parallel to the central part of South Korea at Taegu. While man is hampered in his ability to observe at night, the dog's keen senses during the hours of darkness are increased. Normally, a dog's sense of smell is 40 times greater than that of man and his sense of hearing is 20 times more powerful. Man can see better than a dog over great distances during daylight. But the dog is a much better detector of movement than man. Official U. S. Army photographs courtesy Major George E. Allen, Editor, *Military Police Journal*, Augusta, Georgia.

It is also noted that officials of the Metropolitan Police Department in Washington, D. C., are considering the use of dogs in patrol service. The U. S. Park Police in the national capital have been using dogs for some time. The Royal Canadian Mounted Police have been employing dogs with marked success for a number of years. ★★★

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I A A I
International Association of Arson Investigators

Physical Evidence in Auto Arson Investigation

By Louis Reineri, Jr.

EDITOR'S NOTE: *Mr. Reineri served with the U. S. Marine Corps in the Pacific area during World War II and at its conclusion, entered the Military Police branch of the Marine Corps with the Assignment as a Criminal Investigator during the Korean Campaign. He separated from the Marine Corps in 1954 with the rank of Chief of Investigations and at that time, became associated with the National Automobile Theft Bureau as a Special Agent stationed in Raleigh, N. C. During his service with the Bureau, he has made an intensive study of the automobile fire problem both with respect to the mechanics of auto fire investigation and the technical aspects of this problem.*

He has lectured on this subject at the University of North Carolina, University of Virginia, William and Mary College, University of Florida and Purdue University. He is a graduate of the U. S. Army Criminal Investigator's School at Camp Gordon, Georgia.

UNTIL the year 1939, the National Automobile Theft Bureau confined its efforts to the investigation of stolen automobiles, however in prior years and with a continued increase up to the year 1939, automobile fires became so great that our member companies decided that the Bureau, in close cooperation with Fire Marshal Bureaus and Law Enforcement Agencies, should put forth an effort to suppress the dishonest automobile fire, better known and commonly known as the "Three Gallon Job."

At that time we had approximately 150 member companies reporting losses to us in the nine southeastern states in the Southern Division. They reported a total of 9000 auto fire losses the first year. Since that time a concentrated effort has been made to conduct investigations into the most suspicious fires, to take the positive cases into court and to offer publicity in the newspapers in each instance where a conviction was obtained. This publicity acted as a deterrent and in addition to this deterring factor in the positive cases, the investigation itself, whether positive or negative, also tended to disillusion the would be fire setter.

These investigative activities, the impact of the actual investigation and the publicity obtained, soon educated the public to the fact that the deliberate burning of an automobile was a crime.

Last year, in these same nine southeastern states, we had over twice the number of companies reporting losses, in addition to a threefold increase in automobile registration, *yet we had slightly more than 2000 fire losses reported for the same area, or a decrease of about 7000 losses.*

This reduction in losses has been effected by the untiring efforts and cooperation of the various law enforcement agencies and especially the Fire Marshal Bureaus in each of the nine southeastern states.

The above program may sound like the automobile fire problem has been solved. Far from it. This automobile fire problem is a circumstance which necessitates the constant and enthusiastic effort of all of us. Any let down in this effort, I am sure, would revive an upward trend.

As the result of many auto fire investigations, we learned that the fire setter's methods and motives are normally confined to a systematic routine. His fraudulent report to the insurance adjuster is commonplace to the report of his fellow car burners. The scene of the crime is usually the same type of secluded spot in the country. His monetary circumstances are almost always bad. His mechanics of the actual burning vary only slightly with thousands of other auto fires. He uses the same type accelerant and pours it on the same spots in the vehicle. There are of course some deviations from the norm, however these are few. These facts make the auto fire investigation a technical one . . . one which warrants the tact of a narcotics investigation . . . the thoroughness of an embezzlement investigation and the doggedness of a Scotland Yard Inspector.

The car burner in the greatest number of cases of record, is motivated by the poor mechanical condition of his automobile. For example, let us take John Doe, who owns a 1953 Sedan. The actual cash value of his car is $500.00. His unpaid balance, including insurance and finance charges is $600.00. He has only owned the car for two months and is already one month in arrears in his payments. En route to work one morning, his car breaks down and he learns that necessary repairs will amount to $100.00. . . . As they say in the south, he decides to sell it to the Yankees!

I would like to present some of the most common features of physical evidence in connection with car fires. I might note here that it would be virtually impossible to cover in one article all types of physical evidence encountered in auto fires; however, the ones we will dis-

Address: Special Agent Louis Reineri, Jr., National Automobile Theft Bureau, P. O. Box 9103, Raleigh, N. C.

cuss will be those with which you will be most often concerned.

PHYSICAL EVIDENCE IN AUTO FIRES

The Fire Scene

The typical auto fire scene is usually one which is located on a lonely traffic free country road. In most cases the exact spot of the fire will be situated so that no houses are in sight from either direction. I have noticed in past investigations of suspicious fires that heavy cover from woodsland beside the road, is a popular requirement of the car fire setter. Further the fire scene will probably be located between two points frequently traveled by the perpetrator. Of course we have investigated fires which occurred in thickly populated areas or at the owner's home; however, the above lonely location is by far the most popular. An abundance of physical evidence is always available at the fire scene as we will point out below.

Footprints

Let me explain the importance of footprints you will find at some auto fire scenes. In a very high percentage of total fire reports, the owner will report his car as stolen and subsequently recovered burned. He will make a detailed report of theft to the insurance adjuster and also to the police. He will usually state that his car was taken from its normal parking place near his home or from someplace downtown and that he had no idea who might have taken his car and burned it. A search of the fire scene resulting in the location of the owner's footprints at the scene would prove to be valuable physical evidence in a subsequent court action.

Tire Tracks

When approaching the fire scene always be careful not to drive too close to the burned car. This particular fire scene may evidence tire tracks from another car which was used to transport the perpetrator from the scene. The owner usually picks a spot some miles from his home to burn his vehicle. The finding and identifying of tire tracks from his associate's car, as in the case of the footprints, constitutes good physical evidence.

Location of Container

Often times gasoline or kerosene which is to be used for the accelerant is purchased by the perpetrator and carried to the fire scene. In his excitement the car burner will dispose of the container in the nearest cover. A search of the immediate area many times will disclose the location of this container, still containing some of the gas or kerosene and perhaps the burner's latent prints. Corroboration of the container can be established many times if the investigator will check nearby service stations in an attempt to learn if the operator remembers selling the gas or kerosene in that particular container.

Unburned Matchsticks in Motor Compartment

It is uncanny how matchsticks will survive the roaring fire in the engine compartment. Look closely on the dustpans or other of the many nooks and crannies in the engine compartment. On several occasions we have found both book matches and wooden or kitchen matches in these locations. This effort should be accomplished at the fire scene if possible, since the matchsticks may fall out as the car is being moved by the wrecker.

Missing Wheel Lug Bolts

We have learned that it is a common practice for the car burner to exchange tires on the car prior to the fire. When this is done, the owner is usually in a hurry and will invariably leave out one or two of the lug bolts or nuts. Check this closely, at the crime scene, for sometimes it is necessary for the wrecker driver to replace wheels on the car in order to tow it to the wrecking yard.

Unburned Tire Pads

By unburned tire pads we mean that portion of the tire which is situated between the rim and the ground which will never burn during the fire. There will always be a small amount of the tire left intact and through examination of this remaining portion it is possible to tell the condition of the tire, the type of tread and sometimes, whether or not it is a recap. Many times the owner will tell the insurance adjuster that he had brand new tires on his car, thinking that his worn tires were completely destroyed during the fire.

Removal of Scented Soil From the Fire Scene

In his haste during the burning, the perpetrator will almost always spill a certain amount of the accelerant on the ground or some of it will drip through the floorboard of the car. In any case, always check the ground under and around the vehicle. By digging down a few inches, depending on the texture of the soil, you may find the dirt to have a gasoline or kerosene odor. Place this dirt in an airtight container and it will prove valuable in your further pursuit of the investigation.

Location of Gas Tank Drain Plug

We have cases where the drain plug in the bottom of the gas tank was removed, the gas drained on the ground, ignited, causing the car to burn. Always examine the drain plug. Check to see if it is missing. Check for fresh plier marks. Check the ground under and around the car in cases where the plug is missing. Many times great heat from the interior of the car will cause the drain plug to fall out complete with the threaded collar, however this can easily be ascertained with close inspection.

Missing Gas Tank Cap

When the gas cap is missing at the fire scene it no doubt will call for some explanation from the owner. Some owners might tell you that the cap blew off from an explosion on the interior of the vehicle. This can easily be disproved by explaining that the flanges on the filler neck are not bent outwards as they would be in the event of an explosion. A gas tank explosion in an auto fire is a rarity in as much as the oxygen and gasoline mixture must be exactly correct for the tank to explode.

In hundreds of auto fire investigations I have never encountered an exploded tank.

Seat and Lazyback Springs—Loss of Temper

Check the seat springs in the burned vehicle. If all temper is gone and if the springs are sagged, incendiarism is indicated. This is also true of a sagged top on the vehicle, which indicates intense interior heat caused by the use of an accelerant.

Missing Vital Engine Accessories

Always check the engine for missing parts which would render the vehicle inoperable. It is common to find missing starters, generators, batteries and even carburetors. Check for loose bolts in the compression head and manifold. This may indicate that the owner had been attempting to repair the engine. Many times you will find these discrepancies, yet the owner has stated that he was driving the vehicle just prior to the fire.

Fuel System and Electrical System

You must pay particular attention to the fuel and electrical systems of the burned vehicle, since these two parts of the vehicle are the fire causes in all, or mostly all, accidental fires. Check for tampered fuel lines from the carburetor to the fuel pump to the gas tank. Look at the connections of these fuel lines for evidence of fresh plier marks. Check the wiring system for shorted wires which are evidenced by beaded ends. A wire which has burned apart will have sharp ends. Check for fused voltage regulator or relay points. Remember with regard to the electrical system, you are attempting to disprove the existence of electrical short circuit.

Finding of Ignition Key in Debris

Many times in cases of total auto fire losses, the owner will report his car stolen as we mentioned heretofore. When this happens he will more often than not tell the adjuster that he has the only set of keys to his car in his pocket. A search of the debris in the front floor board might net you another set of ignition keys which had fallen when the soft metal keyway melted as the result of the fire. The owner is usually under the impression that if he tells the adjuster that he left his keys in his car prior to the alleged theft, the insurance company will not be liable.

Finding of Remains of Contents Claimed in Car by Owner

In an attempt to gain a larger insurance settlement, many times the owner will claim that he had various items in his car at the time of the fire. Some common things claimed are clothing, fishing equipment, tools, etc. A close search of the debris will indicate whether or not these claims are true. Look for zippers, metal buttons or any other parts of these articles which would not be destroyed in the fire.

Identification of the Automobile

Always make certain that the burned vehicle is correctly identified through the motor or serial number and that this number is identical to the number on the insurance policy. It could prove very embarrassing for you

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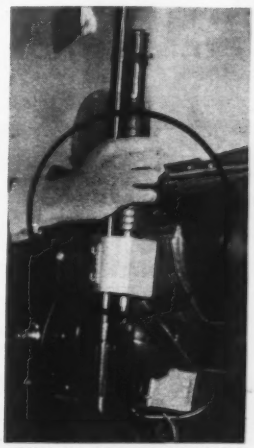

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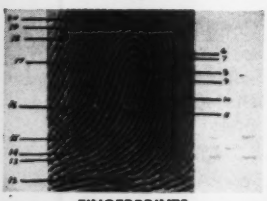

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I would like to state here that our Bureau during the past years has made extensive research into physical evidence. We are able, by recorded statistics to indicate even such things as who is most likely to burn his car according to occupation, what makes of cars are most often burned and what year model is most often burned. We have kept records in the Southern Division of the hot spots and can easily pin point them. It is interesting to note that when a particular county or township is experiencing a great number of fires and a conviction is secured in the vicinity, the fires immediately stop altogether or there is an alarming decrease.

Recently an investigation was conducted in one of the southern states wherein an automobile dealer was having an excessive number of fires involving cars which he had sold. We discovered that he had over 50 fire losses in less than a one year period. A detailed and extensive investigation was launched resulting in several convictions and since that investigation, which was over three years ago, there have been only two fires in the area.

The large percentage of successful investigations in the past has been due to confessions obtained as the result of the presentation of this physical evidence to the perpetrator and utilizing it to break down his primary statement in connection with the cause of the fire. Further, as we all know, the presentation of good, sound physical evidence in a court of law is a valuable asset.

I would like to re-emphasize that the accidental fire, where total loss is sustained, is a rarity; however, in order to maintain some sort of uniformity in the investigation of these auto fires, one must pay particular attention to those which offer more suspicious circumstances. For example I would like to recall one case where the owner advised the insurance adjuster that his car caught fire while he was en route to buy tobacco plants to set out on his farm. He stated that he smelled something burning, that smoke came out from under the instrument panel, that he stopped and raised the hood and when he did the blaze sprung up and quickly spread into the interior of the car. Prior to the examination of the salvage we learned from a deputy sheriff that this car had been parked in the owner's yard for a long time before the fire and had not been driven for days. This of course led us to believe that the car suffered some sort of mechanical failure. An examination of the salvage disclosed that the transmission was worn and damaged to the extent that the car was inoperable. When presented with this evidence, the owner confessed to the burning of his automobile.

There are cases of record where the fire occurred in the owner's yard or in a thickly populated area. I have had cases where the car actually burned very near the owner's house and the owner had utilized this fact to cover his story, stating that he surely would not burn his car so close to the house as to endanger it. These cases have been broken, gentlemen . . . simply with the presentation of good physical evidence. ★★★

SPECIAL AGENTS SECTION

Edited by John R. Davis

Button, Button, Who's Got the Button?

By Roger Thorsen

EDITOR'S NOTE: *The past twenty-five years have seen the development of a new and important area in law enforcement operations. A quarter of a century ago, the conventional night watchman was the answer of commerce and industry to the problems of safeguarding life and property. Mounting losses over the years led to the concept of trained security forces possessing specialized skills and methods for the protection of expanding investments in plant and inventory.*

Officials in the automotive industry were among the first to recognize that plant protection and security is a complex and technical undertaking, an extension in the arm of management itself, requiring the presence of organization and personnel tailored to the specific investigative and security requirements of this higly specialized field. Tody, plant protection and security, store security and the organized protection of other facilities are standard features on the American scene. Even public school systems in the larger cities are beginning to develop security forces. A literature of the field is already emerging.

The JOURNAL *is pleased to present with this issue as a regular feature the* SPECIAL AGENTS SECTION, *which will serve as a forum and clearing house for ideas and information concerned with security operations. The Editor of the new Section, Mr. John Richelieu Davis, is a well known authority in the field. One of the first graduates of the School of Police Administration at Michigan State University, he has been personally engaged in security operations for the past ten years. He is now a lecturer in Industrial Security at Michigan State, Security Co-ordinator for The Hallicrafters Company; Director of Davis Associates, Plant Protection Consultants with headquarters in Chicago, and the author of a major text in the field of security:* INDUSTRIAL PLANT PROTECTION. *The* JOURNAL *welcomes this distinguished worker to its pages.*

Roger E. Thorsen has been concerning himself with security at Motorola Inc., since 1953. It was then that he joined the Company to tend the job of Assistant Security Officer.

In September, 1955, he briefly put on the hat of Personnel Representative, resuming his security post in about six months.

Later in '56 he became, and is presently, Security Officer for the Chicago Motorola plants. It was during this last period that he conceived and implemented the new system for the control of classified documents, about which the following story is written. . . .

"HARRY just gave his two-week notice, better call Security and get an inventory of his classified documents right away."

How many times a year does this happen to you? Probably more than you like to think about. And even worse, if your Security Department is still using the old "log-book" technique of receiving, transferring and sending classified documents, the time consumed in hunting and searching for these "buttons" would probably have paid for a modern, flexible, near-foolproof system using index cards.

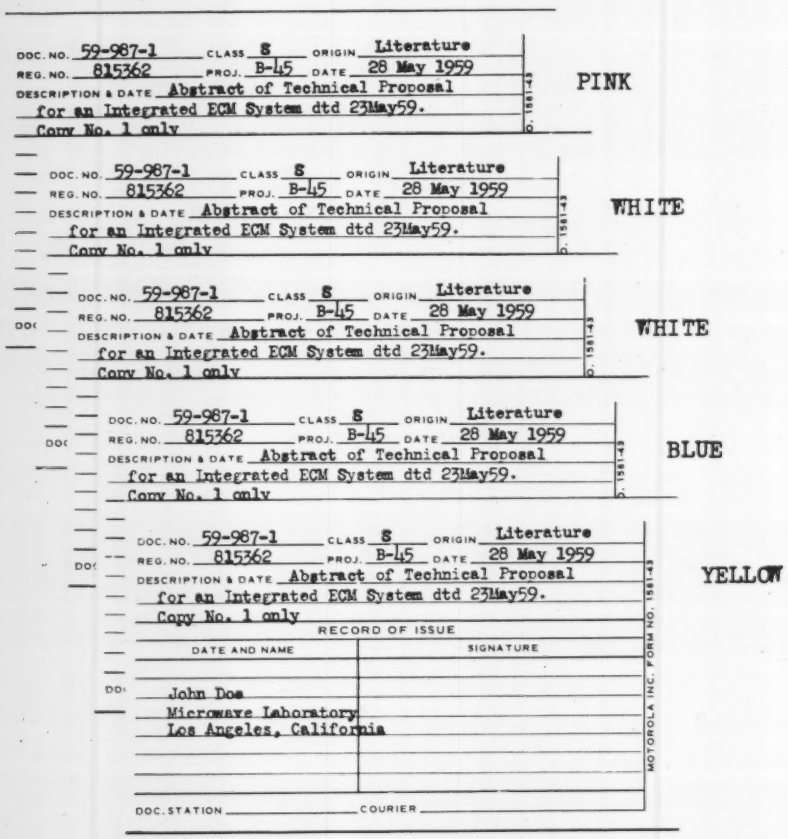
Cost consciousness is certainly a serious matter with all companies and we at Motorola Inc. constantly search for better and less costly ways of handling paperwork. Let's take a better look at the problem now with these objectives in mind.

A classified document is received at the control station and is entered in the log book. Several days later the document is transferred to another person. A week goes by and it is transferred again and so on through several more people. For each transaction a separate entry has been made in the book. In most cases, a year or two later the contracting officer calls for the return of all classified information issued on his contract. At best, even with some type of coding on each line in the log, we are talking in terms of hours or possibly days of research if the company inventory runs as high as 40,000 or 50,000 documents. The same time-consuming search is involved in listing an inventory for one employee of the company. This can be a serious problem, for example, if a person in a project engineer or supervisory category leaves the company with little or no advance notice. It may take several days to extract his inventory from the many pages in a log-book.

This then is the problem: how do we keep individual records on personnel and contracts, and then a chronological listing of the records? One way of handling a multiple listing problem is a multiple or cross index file with the assignment of an individual number to each document being the key to the index.

This method has been in operation at Motorola's Chicago Military Electronics Center since 1955 with tremendous success. Current inventory runs over 32,000 documents in three Chicago locations. And anyone who has worked with log-books can visualize the problems connected with an inventory of this size. With a cross index system there is virtually no problem with an inventory even double or triple this size, and the system is easily maintained by one

Address: Roger Thorsen, Security Officer, Motorola Inc., 4545 W. Augusta Blvd., Chicago 51, Ill.



girl at each facility. Let's take a closer look at the mechanics of this method.

A document number consisting of a year and alphabetical prefix is assigned in sequence and stamped on each classified document received or generated in the company. Example: 59A0001. The year prefix, changed at the beginning of each calendar year, keeps the control number down to a workable four digits. The alphabetical prefix codes different facilities or contracting agencies, if needed. The four digit number provides the identity of the individual document.

The 3″ x 5″ form is a snap-out type containing five sheets with carbon paper, and is executed in four identifying colors. The first card on pink 30# stock is considered the master index and is filed in numerical sequence by document number. It is also used as a receipt to be signed and returned by the receiver of a document sent outside of the company.

The next two cards are on white 28# stock and used in the following manner. When the document is received in a department from the document custodian, the person receiving the document signs one of the white cards as evidence of receipt and this card is filed in the control station behind the recipient's name, providing individual inventory. The other white card stays with the document and is filed in the department by the recipient. This provides him with the finger-tip inventory of all documents for which he is responsible. The reverse side of the card has a printed temporary loan record he may use if it is necessary to loan the document to someone in his immediate area. If he wishes to transfer the document permanently to someone in the facility, he need not go back through document control.

Transfer is accomplished quickly between interested parties by the holder of the document merely obtaining the signature of the intended recipient on the face of the holder's white inventory card. This card is delivered to the control station and the accountability is adjusted on the other white and the original pink copies indicating the new person responsible for the document. The white card signed by the original holder is sent to the new holder for use as inventory, temporary loan and transfer as before, and the second white card is filed behind the new holder's name. The cycle is now complete and can be transacted in a minimum amount of time.

The fourth card on blue 20# stock is filed by contract or house project number and is used in closing out a contract. When a contract termination notice is received, the blue cards are extracted from file and you have an immediate inventory of all material received or generated on that particular contract. The only work involved is reconciling the document number on the blue card with the corresponding number on the pink master index card to verify the identity of the current holder of the document and have him return it to the document control station.

The last card, printed on yellow tissue, is used as a receipt for the courier who carries documents between our facilities. The courier signs for the document at one control station and is relieved of responsibility by obtaining the signature of the document custodian on the yellow receipt at the receiving control station.

This form is also used as a receipt for classified material sent outside Motorola facilities. The pink original card is signed by the receiver of documents and is mailed back for inclusion in our master index. One white card is used as a tickler file to follow up on receipts that are overdue. Additional savings are realized by using this single form in dual capacity by replacing separate forms previously used for internal logging and external receipting.

This system appears much more complex than it is in practice. In several years of experience, we have found that it serves us well, without complications, at a king-sized saving in temper, manpower and dollars.

★★★

IN CASE YOU'RE TRAFFIC MINDED

Driver Attitudes

By Amos E. Neyhart

EDITOR'S NOTE: *Regarded as a pioneer in Driver Education, Professor Neyhart, Administrative Head, Institute of Public Safety, The Pennsylvania State University and Consultant on Driver Education, American Automobile Association, presented the first high school Driver Education Course in this country in State College (Pennsylvania) High School during the 1933-34 school term. As the need for many properly prepared teachers became apparent, Professor Neyhart presented the first Teacher Preparation Course in Driver Education in the United States during the 1936 summer session at Pennsylvania State University. Since then, he has personally conducted numerous such courses on campuses in various sections of the country, as well as graduate seminars in Safety Education.*

Professor Neyhart is one of the authors of SPORTSMANLIKE DRIVING, *a text published by the American Automobile Association and widely used in Driver Education Courses. To date, he has actively assisted in the nationwide AAA Teacher Education Program, through which over 15,000 teachers have been trained in nearly 675 one and two-week intensive courses. In September, 1953, the American Automobile Association, at its Annual Meeting in Los Angeles, presented to Professor Neyhart a plaque in recognition of his outstanding pioneering efforts in Driver Education. A man of awards, he also received the annual David Beecroft Memorial Award from the Society of Automotive Engineers at the National Safety Council Congress in 1954; and in 1958 from Governor George M. Leader, the Pennsylvania Meritorious Medal in recognition of his outstanding service to the motoring public. The* JOURNAL *welcomes this distinguished author to its pages.*

MANY articles and books have been published on the topic of "attitudes." This is indicative of both the basic importance of the concept of attitudes and its highly complex and elusive nature.

To illustrate the latter observation, here are two more or less typical definitions of the term:

An attitude is not a response, but a more or less persistent set to respond in a given way to an object or situation. The concept of attitudes relates the individual to any aspect of his environment which has positive or negative value for him.

An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes, with respect to some aspect of the individual's world.

From such definitions and from the vast amount of supporting or relevant literature, it is a simple matter to conclude that one cannot properly separate attitudes from personal adjustment or indeed from the broad concept of personality.

Let's take a quick look at some of the findings of research into the personal characteristics of accident repeaters. Here are a few of the characteristics:

1. Offenders (accident repeaters and chronic violators) are more distractible than the accident-free and other non-offenders. The attention of the offender may be readily drawn away from the task immediately before him.

2. Chronic offenders tend to show less personal restraint than do non-repeaters. They act impulsively; are inclined to take risks.

3. Many chronic offenders seemed to be characterized by asocial or antisocial attitudes. They are aggressive, tend to be nonconforming, and intolerant.

4. Chronic offenders are frequently unstable. When frustrated, they are apt to "blow their top." It is hard for them to control their feelings.

5. Offenders tend to lack insight into their feelings or actions. They are more likely to feel confident that they can cope successfully with the job of driving a car under all conditions, or with other relatively difficult tasks. The record suggests otherwise.

6. Offenders apparently have an unhealthy emotional need to feel and act superior to other people—all of which may help to account for their reckless behavior.

Address: Mr. Amos E. Neyhart, Administrative Head, Institute for Public Safety, The Pennsylvania State University, University Park, Pennsylvania.

THE FORTUNES OF OFFICER FINK

Fink Carries a Message to the Mayor

*"Sorry, Chief—I thought you said COM**BAT**ABLE with his Honor's wishes.*

By Captain Bill H. Garrett, United States Army, Elm, NSA, Fort Geo. G. Meade, Maryland. Officer Fink is an exclusive feature of the JOURNAL; he first appeared in the September-October issue.

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7. The offenders' feelings of insecurity sometimes seem to demand that accidents happen to them, as a means of focusing attention on their person and feeding their sense of, or need for, importance.

Certainly, not every offender has all of these characteristics. On the other hand, no single trait or factor or variable is likely to be significant in itself. There is considerable interdependence. In any case, these factors, or combinations of factors, may readily be made to account in large measure for the violations and unsafe practices that sooner or later precipitate accidents.

On the basis of the foregoing, one may hypothesize that the accident repeater (or potential repeater) is not merely an accident-involved individual but, rather, a case of maladjustment of which one symptom or manifestation is accident involvement. There is much evidence to support this hypothesis.

Driver behavior should therefore naturally be considered as the moral and sociological predisposition of the driver, but only as part of the gross combination of driving habits, attitude toward driving, the application of personal philosophy toward driving, conscious knowledge of good driving practice, and the actual physical limitations and skills of the driver. It is a mechanical exhibition of a physical, mental, visual, philosophical blending of components in the mind of the driver.

We are told that more than three-fourths of an iceberg is under the water. So it is with humans—only a small part of the personality total is exposed. The rest lies in that dark mysterious cavern of the mind that stores up emotional residue which is the base of the whole personality.

How many know that that pillar-of-the-community's ruthlessness behind the wheel goes back to an overtime parking ticket he considered unfair and that that in turn was linked to an early brush with the law through childish ignorance of it? These are the things with which we deal when we try to shape or change attitude.

Let's fit attitude into the safety picture.

If safe driving is 1/10 skill and 9/10 attitude, as most traffic safety men contend, then attitude is the all-important factor.

Driving *skill* requires knowledge, coordination and practice to achieve. These can be taught! But even here attitude plays a part—the pupil must be receptive to the teaching; he must *want* to learn the skills of driving. Most teen agers do want to learn—it's imperative for group status.

Attitude is really something caught rather than so much taught.

Dr. Margaret Meade, the anthropologist, while working in the Samoan Islands, found that she could leave any of her valuable possessions lying about her hut unlocked and, though native children wandered in and out in her absence, nothing was ever taken. In her studies she found that they *were not taught* to respect the property of others. The fact was never mentioned. It was just the *attitude* of the adults. The same is true of the Eskimos. There is present in both cultures the great sense of need for their few possessions—often hardships are inevitable without them, especially to the Eskimo, to whom stealing is the crime of crimes. Can't we, who *know* the value of human life and the dangers of the common roadway somehow make the urgency for safety *felt* among our peers? Can't we transplant it in the youth of our land, if we feel it strongly enough?

To pass anything on to others we must first possess it ourselves. We must practice what we preach. We must remove the moat from our own eyes first.

Do *we* really have the right attitudes? Let's look briefly at ourselves, at the factors that have molded us and are influencing us now—the better to understand and assist others. Heredity, environment, education, etc. They will be just as important in the make-up of those we seek to influence.

Now, let us look at some of the specific attitudes of good driving and check ourselves:

1. Courtesy toward other drivers and pedestrians.
2. Strict obedience to traffic signals.
3. Obeying all stop and warning signs.
4. Patience in a congested traffic situation.

5. Readiness to help another motorist in distress.
6. Never attempting to pass under unsafe conditions.
7. Adjusting speed to weather conditions.
8. Readiness to cooperate if involved in an accident.
9. Keeping one's vehicle in safe condition.
10. Not attempting to drive when fatigued or ill.
11. Not driving without a license.
12. Carrying liability insurance for the protection of other drivers and one's family.
13. Keeping to the right under normal conditions.
14. Consistently using approved hand signals.
15. Always making proper turns.
16. Maintaining a friendly attitude toward law enforcement officers.
17. Never showing off, racing other cars, or demonstrating superiority.
18. Always depressing light beam when passing at night.
19. Signaling for other motorists to come on or to stop, depending on conditions.
20. Giving full attention to the job of driving.

In closing, here are four ideas for you to use or promote to develop good driver attitudes.

1. Use *group dynamics*, that is, the interpersonal or social influences in such processes as group discussion, group discussion-decision, and role playing, that we have techniques equal to the difficult task of improving attitudes.

2. Use *intelligent discipline* in promoting safe behavior through modification of attitudes, particularly when other methods apparently are inadequate in themselves or impractical. Student safety courts and state point systems can serve this purpose well.

3. Use *expert programming*. Educational programming should include a properly balanced variety of approaches, rather than rely on just one or two techniques.

4. Use the *positive approach*. No attitude toward safety is sound if it fosters an unhealthy fear of an activity —or if it means a lessening of the intelligent or *calculated types of risk-taking* that have in the past produced, and will continue to produce, social progress and welfare.

Yes, it's all in how you look at it—this business of attitudes.

I think the three workers proved this point when asked what they were doing—

The first answered—"laying brick"

The second answered—"building a wall"

The third answered—"building a temple."

Yes, ladies and gentlemen, we need more temple builders in our high school driver education program.

Are *you* a temple builder?

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Detroit Police Dept.
Pasadena Police Dept.
Burbank Police Dept.
California State Highway Patrol
and many, many others.

These officers are really satisfied with their guns. Many of them have told us that now that they have used them, they could not afford to be without this extra protection.

Letter of Testimony

Gentlemen, Jan. 16, 1959

Reference is made to your shipment to me of one .38 Special Cal. Double Derringer under your invoice No. 27433. I want to thank you for your prompt handling of my order. I will also appreciate your sending me a price list of parts for this gun. Since I am something of a small arms expert and an army Ordnance Officer, you may be interested in my appraisal of this weapon. I had many misgivings about this weapon even after examining it. I had designed such a weapon based on the .41 double derringer some 25 years ago, but did not build one as my calculations indicated that the hammer blow at the lower barrel would not fire the primer. I ran your weapon through a pretty thorough test. I started with just primed cases. Then with 2 grains of Bullseye powder behind 148 grain bullets. I then went up in half grain increments until I reached 4 grains of Bullseye loads. The gun performed perfectly in both barrels. No looseness developed even with the 4 grains of Bullseye which is a much hotter load than factory ammunition. Of course with factory ammunition it also functioned perfectly. I tested it for bullet penetration into southern pine against my very fine 4" barrel Smith and Wesson .38 special revolver. With all loads the penetration of pine by bullets fired from each gun with the same powder charge were equal. In other words this little derringer will give the same bullet velocity as the standard 4" barrel revolver.

Even though the little gun has considerable kick, I did not find the recoil uncomfortable or objectionable. In fact I would like to have one designed for the .357 magnum ammunition.

This little gun is without doubt the most powerful gun for its size and weight that has ever been built. Also because of its size and power, it is the best personal defense weapon that I have ever seen.

The workmanship used in its manufacture does not come up to that used by Smith and Wessen, Colts and other manufacturers of fine guns, but this does not appear to affect the function of the weapon. I would be interested to know if the frame is a drop forging or a casting and what kind of steel is used in it.

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PO-1

COMBAT SHOOTING

POLICE FIREARMS — AMMUNITION — SHOOTING TECHNIQUES

Ricochets . . .

By Paul B. Weston

Double Action Pays Off in Combat . . . New Holster for Safety . . . Practical Pistol Course . . . Miami Adopts 200 Grain Load . . . Germann .357 Magnum Loading . . . Sinoxid Primers . . . Double Action in Competition . . . Basic Research —Police Armed Combat.

BANDIT SHOT AND KILLED

BEHIND the story of a 90-second gun battle which resulted in the killing of William Coyle and the capture of his brother, John, in a dense Middleboro, Massachusetts, thicket last June is a dramatic story of the way in which combat training methods (POLICE, March-April, 1959) paid off under what were probably the worst possible conditions.

The Coyle brothers were wanted for the murder of a Philadelphia policeman and several armed robberies. They abandoned a stolen car following a Buzzards Bay supermarket hold up and fled into the difficult terrain around Middleboro. Lt. William Owen, Commandant of the Massachusetts State Police Academy and in charge of a special "task force" mobilized for this apprehension, said, "It was typical jungle terrain, loaded with underbrush and briar patches. It was the worst kind of area possible to be involved in a fire fight."

After 48 hours of checking out false reports, Troopers Paul Keating and Leonard VonFlattern found the brothers the hard way—as they approached a thicket, Trooper Keating spotted William Coyle, who was pointing one of two pistols he was holding at the Troopers. Coyle unloaded one weapon in a rolling volley of shots, taking VonFlattern as his target, but missing all shots. He fell, fatally wounded, as the result of "instinctive" aiming, *double action shooting*, from a *two-hand kneeling position*. As soon as William Coyle dropped, the troopers called out to John Coyle, who had taken cover, to surrender. He did so, rising with both hands lifted, a pistol in each hand pointing upward. After he was taken into custody it was found that he still had six undischarged shells in his guns—probably surrendered while in a state of shock from seeing his brother dropped so quickly. . . .

Address: Deputy Chief Inspector Paul B. Weston, 2000 Ceres Way, Sacramento 25, California.

NEW SAFETY HOLSTER

J. C. Bucheimer Co. have designed a top-safety holster for uniform wear. Milliard Jones, of Hollywood Hardware, sold me one while I was shooting with the Hollywood, Florida, police. It's a heavy duty holster, solidly made, and with a unique snap-fastener release. It is characterized by a lever-like flap of leather covered steel which sets between the revolver and the hip, just above the hammer spur of the weapon when it is holstered. In operation, the revolver is holstered and the snap fastener buttoned. To draw, the gun is grasped in a normal manner, with a downward and to-the-rear normal motion, and the thumb of the hand drawing the gun seems to slap the lever-like flap of leather, thus releasing the snap-fastener.

Bucheimer's new "State Patrol" holster. New double safety locking device is a sturdy snap fastener on strap which crosses revolver just behind hammer spur and prevents the weapon from accidentally jostling out of the holster. New release device is safely away from the trigger guard, and is operated by the thumb as the gun is grasped normally for drawing from the holster. This release is a leather "tab" which can be seen in the picture just above the hammer spur.

Known as the *State Patrol*, this holster has been tested for over three months without a single failure, and its rugged snap fastener guards against the gun being accidentally jostled out of the holster while on patrol duty.

PRACTICAL PISTOL COURSE

The Colt's-Indiana University Police Combat Pistol Match in May proved that shooters can use a regular pistol range designed for bull's-eye shooting as a range for firing the P.P.C. The same modification of the Practical Pistol Course as used at this match can be used by any police department in firing the P.P.C. on their regular ranges. The secret of success—and safety—was in setting a time limit for each range of the regular P.P.C. This limit was carefully tested and found to be adequate and a fair adjustment of the regular time limit. The limits at the various ranges are as follows:

a. 7 yards—ten rounds double action hip shooting in 25 seconds.

b. 25 yards—fifteen rounds double action, kneeling, and weak and strong hand barricade in 90 seconds.

c. 50 yards—twenty rounds single action sitting, prone, and weak and strong hand barricade in 2 minutes and 45 seconds.

d. 60 yards—five rounds single action prone in 35 seconds.

Three days of shooting during this pistol match proved that the course can be run with safety at 50 per cent of the capacity of a normal bull's-eye target range. Only every other target was used in this match, thus giving the shooters a little elbow room and providing a basic safety factor.

The only handicap in utilizing this type of fire on a normal range is that the shooters do not get the experience of running from range to range between strings of fire. During the Colt-Indiana shoot everyone was required to holster his weapon, after emptying it of shells, and moved to the new firing line on the order of the range officer, as a group, and then reloaded when the command was given by the Chief Range Officer. This is a definite handicap, but so is not shooting the P.P.C. at all.

Many police units are not presently shooting the combat course because they claim their facilities will not permit it. The procedure outlined above has proven that men can be given what might be termed basic training on the P.P.C. on existing range facilities. If the range is limited to 25 yards, then just fire the 7 and 25 yard stages of the course. It's better than not practising combat style at all.

Many departments with limited P.P.C. facilities can utilize this new procedure for recruit training or to maintain desirable standards by regular officers between trips to the big range.

Incidentally, don't let any shooter claim that this new procedure makes the P.P.C. course any tougher or any easier than when shooting it on a combat range. Most of the shooters thought it closely approximated the difficulty of the regular P.P.C., and only four might think it easier—they shot "possible" scores of 100.

Shooting these scores under the pressure of competition is excellent shooting. The four charter members of the P.P.C. "100" Club were: William (Bill) T. Toney, U. S. Border Patrol; Louis Loukides, New Haven, Connecticut, Police Department; Robert Brannon, Federal Bureau of Investigation; and Thomas Williamson, Columbus, Ohio, Police Department. Loukides, top man of the New Haven Police contingent, fired a 34-x possible in the individual match to take first place, and a 40-x possible to help his team take second place in the team match. Try that on your silhouette targets. . . .

MIAMI ADOPTS 200 GRAIN BULLET

Range Master John Olon of the Miami, Florida, Police Department reports that Chief W. E. Headley has directed the adoption of .38 Special ammunition with 200 grain bullets as standard equipment for this modern police unit. Ammunition had previously been the standard .38 Special cartridge with the 158 grain bullet.

In late 1958 and early 1959, police officers of the city of Miami experienced several cases in which the officers in armed combat secured one or more hits on their opponents with fine, accurate fire, but the opponents had marked activity and mobility despite the impact of the .38 Special bullet (158 grains). Captain L. G. Nolle, Supervisor R. M. Vollmer, Lieutenant A. E. Wood, and Olon made up the committee that investigated the circumstances of these shootings, and recommended the adoption of the 200 grain bullet cartridge because of its greater impact shock.

I was in Miami immediately following this adoption of a heavier bullet, and in talking to police officers on patrol I found that the action of Chief Headley had a psychological impact on their morale. They all believed it gave them a little more of an "edge" when they might need it.

SINOXID PRIMERS

John Olon is one of the top reloading experts in the Southern Florida area, and may be the top man in the country. He has reloaded millions, not thousands, of cartridges

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and pointed out an interesting thing when I queried him on why he was using *Sinoxid* primers. "They're safer than any other primer for police use," he told me. "They are an odd primer," John explained. "They don't have the power of other primers and that's why I think they are safer."

Olon went on to explain that due to inexperienced personnel doing the reloading, many police units have had difficulty with ammunition which does not have any powder in the case. While it's true this situation doesn't occur too often, it is a hazard in the hands of an inexperienced shooter, who doesn't notice the absence of report and recoil, and fires a following shot. Since the impact of most primers will drive a bullet up into the barrel of a revolver, it is possible to fire another shot while the barrel is blocked. This may result in a "ringed" barrel with its resulting loss of accuracy, or a burst barrel with its hazard to the life and limb of all shooters in the vicinity. *Sinoxid* primers don't have this power and barely move the bullet out of the cylinder. "Generally," Olon concluded, "the bullet will be between the rear end of the barrel and the front end of the cylinder—effectively preventing the weapon from being cocked and fired."

These primers are made in Western Germany and sold in the United States by most dealers. The Los Angeles Police Pistol Club pioneered their use in this country and now have sole import rights for the U. S.

"GERMANN" .357 MAGNUM LOADING

Professor of Police Science A. C. Germann, Long Beach State College, Long Beach, California, wrote of a combination loading for the .357 magnum. Author of *Police Personnel Management* and well known lecturer in Police Administration and Science, this ex-policeman has an interest in the police officer having "the very finest, *and most effective*, sidearm at his disposal." He suggests a "Germann" loading of the .357 magnum with two .38 Special 158 grain bullet cartridges, two .38 Special 200 grain bullet cartridges, and two .357 Magnum metal piercing H.V. cartridges. Sounds like a loading that prepares the officer armed with a .357 Magnum revolver for any type of armed combat, including the pursuit of automobiles.

What is more important, however, is that Professor Germann's interest in the officer on the street, or in a radio car, indicates that the academic world is thinking in terms of the basic problems of police officers.

DOUBLE ACTION SHOOTING IN COMPETITION

In trying out double action shooting under the pressure of competition I fired the full P.P.C. during the Colt's-Indiana University Combat Shoot and scored a 96.8 with 27-x's for 33rd place in a field of several hundred. I fired the straight-through pull at both 7 yards and 25 yards for rapidity of fire, but at the 50- and 60-yard stages utilized the two-stage trigger pull, resting the tip of my trigger finger against the frame of the gun for the final let-off of the trigger.

Again experimenting to note the effect of competition on double action shooting, I attended the Nevada State Pistol Championships at Reno, Nevada, in July and fired an 808 aggregate. I fired the 50-yard slow fire stage using the two-stage double action and found the heavy pressure of the trigger handicaps a shooter on this bull's-eye target. I averaged 84x100 at this long range. In the 20 second time fire stage at 25 yards I again used the two stage pull and fired a pair of 98's for a total of 196x200. During the 10 second rapid fire stage at the same range I fired a 96 and a 97 for a total of 193x200. I believe some of the shots in the rapid fire stage slipped into single stage double action because of the pressure of time. However, both time and rapid fire scores reveal a high potential for accuracy in double action fire despite the pressure of competition.

BASIC RESEARCH IN POLICE ARMED COMBAT

There is an immediate need for basic research into the circumstances of police life-and-death struggles with armed opponents. Most of our existing training programs are based on knowledge of local gun fights and information secured from the International Association of Chiefs of Police, or news stories of police combat in other cities. Fatal injuries while reloading, tragic failure to immobilize opponents with well-placed hits, and tactical approaches to crime scenes which make officers "sitting duck" targets to any armed criminal, are a few of the circumstances which require nationwide factual collection and analysis.

Methodology in this research can be similar to research into accident causation, and since automobile manufacturers financed many of the traffic accident research projects it is possible that arms and ammunition manufacturers may finance police combat research. Many colleges and universities have law enforcement programs and personnel trained for such work . . . all they need is the money. ★★★

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An attractive new, mirth-provoking LAUGH BOOK has been published by Precision Equipment Co. Of interest to everyone, the Laugh Book is of particular value to those who must make an occasional public address or luncheon speech.

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KNOW YOUR LAW

A Special Section of the Journal Devoted to Legal Questions of Direct Concern to Every Police Officer

By Francis C. Sullivan, Professor of Law, Loyola University

EDITOR'S NOTE: *Under a substantial grant from the Ford Foundation, Professor Sullivan left October 1 on a tour of England, Austria, Turkey, Japan and Brazil for the observation and study of criminal procedure in those countries. He will maintain his contact with the* JOURNAL *and in addition, on his return, readers may look forward to an account of his impressions abroad.*

THE HEARSAY RULE

DUE to the fact that most police activities are directed towards the production of evidence that will be admissible in court, the rules of evidence are most important to the average police officer and must be kept in mind in the course of his daily activities. The basic consideration for the police officer is that information concerning the commission of a crime and the identity of the offender is of little value unless the information may be admitted into evidence.

This issue of KNOW YOUR LAW will be devoted to a consideration of the hearsay rule, and the two following issues will treat two common exceptions to this rule—dying declarations and *res gestae*.

Perhaps the best known and the least understood rule of evidence is that bearing the misleading name of "The Hearsay Rule." It should first be realized that most of the rules of evidence are designed to exclude certain types of information which are basically unreliable and have a tendency to mislead or prejudice a jury in determining the matters in dispute. A word of caution is also in order. It is obviously impossible in the space available here to treat the hearsay rule, or any other rule of evidence, as it is applied everywhere in the United States. The general rules will be presented here—those upon which there is general agreement—with the warning that certain of these rules may be modified or varied to a greater or lesser extent in certain states.

The hearsay rule is one of the oldest rules of evidence, having its origin in England more than two hundred and fifty years ago. The basic situation requiring the application of the hearsay rule is that where a witness testifies in court that a person not now present made a statement, and this statement of the other person is being offered as being true. Perhaps an example will help to make this clear. If D is on trial for the murder of X and an investigating officer testifies that Y told him that D killed X, this is obviously hearsay and is not admissible to prove that D in fact killed X.

There are several reasons for excluding this statement of the police officer. Remember that the best that the officer can say is that Y told him this. We are assuming that the officer has no personal knowledge of the truth of Y's statement. The first objection to receiving Y's statement in this form is that the statement was not made under oath. All testimony presented at a trial must be under oath, because it is believed that a statement made under oath is more likely to be true than one not so made. The taking of an oath to tell the truth normally induces a moral and religious duty on the person to speak only the truth. In addition, the oath has the effect of subjecting a person to the penalties of perjury for statements known to be false. The mere availability of the perjury penalties will induce the average person to tell the truth when testifying in court. Since Y's statement was not made under oath, we have no assurance that he was telling the truth, and we should be cautious about introducing his unsworn statement for the purpose of inducing the jury to believe it.

Another objection to the use of Y's statement is that he is not present so that the jury may observe his appearance and conduct when he makes the statement. Everyone realizes the importance of evaluating the source of a particular statement in determining its truth. It is not always what is said, but how it is said that will determine whether a statement is accepted as true or false. We all make this determination of credibility or believability in our every day lives, and we also expect a jury to make this determination at a trial. If a witness is hesitant, evasive or nervous, his statement must be evaluated in the light of all of these circumstances in order to determine whether or not he should be believed. There are of course many other factors to be considered in determining credibility—appearance, manner, language and facial expression, to mention only a few—but the point is that none of these factors can be considered unless the person is testifying in person. In the hearsay situation, the person making the statement is not present for one reason or another and we have no means for determining whether his statement is or is not true. One other point should be mentioned here, and that is that the jury may well in the hearsay situation judge the credibility of Y's statement on the basis of the impression made by the witness relating the statement. This, in the

Address: Professor Francis C. Sullivan, School of Law, Loyola University, 41 East Pearson Street, Chicago 11, Illinois.

case of the police officer testifying, will normally promote the value of Y's statement, and may operate to prejudice the defendant.

All oral testimony is subject to inaccuracy. The witness on the stand must have heard or observed something, must have remembered it, and must be able to relate the statement or the event. Error may creep into his testimony at any one or more of these three points even though the witness may be making an honest effort to report the true facts. If this is true of ordinary oral testimony, is it not more true when we add another person and three more opportunities for error into the Process? Now we have a situation where Y could have been inaccurate in either his observation, recollection or statement, and also the officer testifying as to what Y told him may be subject to error in his hearing of the statement, his recollection of it, or his report from the witness stand. This points up one of the best reasons for the exclusion of hearsay evidence.

To carry this point one step further, consider the situation where a police officer testifies that Y said that Z said that D shot X. This is not a too uncommon situation, and it can easily be seen that this instance merely provides additional possibilities for error. Once again the testimony of the officer is hearsay and is inadmissible as evidence.

The most serious objection to the admission of hearsay as evidence is that the person making the original statement, in our first example Y, is not available in court for cross-examination by the party against whom the evidence is offered. (It should be mentioned here that it may be the defendant who is offering the hearsay testimony in a particular case.)

Cross-examination is the main tool for producing truth under our legal system. By subjecting the testimony of all witnesses to a penetrating examination by the opposing party it is felt that the true facts will be developed. Too often it is believed that attorneys use cross-examination to ridicule or persecute witnesses. With due allowance for the fact that all tools are occasionally abused, this is not the purpose of the device, and, in fact, good cross-examination is not brutal except in the rare case of the witness engaging in willful falsehood. The existence of cross-examination generally stimulates a witness to tell the truth because he fears that he will be exposed in a lie. The frequency of false testimony is greatly overrated, it is believed, and most cross-examination is directed at exposing innocent faults in the perception and recollection of facts.

The existence of interest, bias or prejudice on the part of a witness may also be artfully exposed through the use of cross-examination. Many times inconsistencies and gaps in the story told by a witness may be disclosed and the scope of the testimony of the witness may be limited through the means of cross-examination. All of this should indicate the need for cross-examination, and the objection of the law to any type of evidence which prevents the use of this device. In the hearsay situation, it does little good to cross-examine the witness concerning something that one not present has said or done, for the witness may retreat behind the simple statement that he is accurately repeating what he was told, and we are still in doubt as to the truth of the original statement.

From what has been said we should not assume that all hearsay evidence is unreliable. There are varying degrees of reliability as between different types of hearsay evidence, and this plus reasons of necessity accounts for the fact that there are many exceptions to the hearsay rule.

In many cases the truth of Y's statement may not be the issue in the case, but the question may be whether the statement was made. In such a case, the testimony of the officer that Y made the statement is not hearsay and it may be admitted into evidence. This is so because the officer heard Y make the statement and the officer is present in court under oath and subject to cross-examination as to this fact. Many times such a situation will erroneously be described as hearsay.

Another distinction that must be made is that between hearsay and lack of personal knowledge of the facts. Assume that a police officer testifies that D took a watch from the victim of a robbery and it appears from his other testimony that the officer was not present at the time of the crime. This testimony is excluded on the ground that the officer had no personal knowledge of the fact. On the other hand, if the officer testifies that the victim informed him that D took a watch from the victim during the course of a robbery, then the officer has personal knowledge of the fact about which he is testifying —that the victim made the statement to him—but the testimony is inadmissible as hearsay if it is offered to prove that D did take the watch.

Generally, the statement of an investigating officer in explanation of his reason for going to the scene of the crime, conducting a search or seizure, or interviewing the defendant will not be considered to be hearsay if it is put in such terms as "upon information received" or the like, but if the officer says that he performed the act because Y said D robbed him, it will be hearsay. It does not help the prosecution nor the individual officer when such statements are made.

In this very brief consideration of the hearsay rule there is necessarily much oversimplification, but the purpose here is merely to point out an area which should be avoided by the officer in presenting his testimony at a trial. The simplest and easiest rule to remember is to testify only to those facts which are known to the officer through his own observation or hearing. The other rule for testifying is to answer the specific question asked. This is the best protection for the officer since he is entitled to rely upon the prosecuting attorney to ask questions designed to produce proper evidence, and if an exception to the hearsay rule is applicable the question will by its terms indicate that fact. ★★★

POLYGRAPH
and INTERROGATION

To establish and maintain a standard of ethics and professional qualifications

Edited by ROBERT D. STEEL

Hypnosis and the Polygraph

By William E. Cumley

EDITOR'S NOTE: *The author is a senior in Police Science and Administration at the State College of Washington. He is a polygraph student and a member of Alpha Phi Sigma, the Police Science honorary organization. Prior to enrolling at the State College of Washington, he served six years in the army as a cryptographer in Korea and as an agent for the Counter Intelligence Corps in Germany.*

DURING the advanced course on polygraph examination in the Department of Police Science and Administration at the State College of Washington, Pullman, Washington, the question arose as to whether or not post-hypnotic suggestion would affect the subject's performance in a polygraph examination. Dr. V. A. Leonard, polygraph instructor at the State College of Washington decided that this was an interesting challenge and an experimental polygraph test was scheduled.

On May 6, 1959, two subjects were selected who had been previously hypnotized on other occasions by the hypnotist involved in the experiment. A simulated burglary situation was planned in which the subjects were instructed to remove three items from a dormitory room. After leaving the room they were stopped and questioned by an officer in a realistic attempt to heighten their awareness of the offense they had committed.

The actual test was conducted shortly after the subjects had perpetrated the simulated burglary. Test conditions were not ideal due to the presence of interested observers. The first subject was hypnotized before the entire group and given the instructions that upon awakening from the trance he would remember absolutely nothing that had transpired during the preceding seven days. The pre-test interview was then conducted and it was emphasized to the subject that he could not possibly control his emotions—that if he lied the lie would be graphically portrayed on the polygraph chart.

Address: William E. Cumley, Police Science and Administration, Washington State University, Pullman, Washington.

A three-channel instrument, utilizing the cardiac, respiration, and galvanic skin response reactions, was used for the test. It was evident during the pre-test interview that the subject was responding to the post-hypnotic suggestion in that he failed to recall events in which the examiner knew the subject had been involved during the past seven days. The subject was run four times; two sets of relevant-irrelevant questions were administered and then two peak-of-tension tests were run. There was a definite guilt reaction present on each chart. The negative answers to crucial questions on the relevant-irrelevant tests produced a graphic pattern that was clearly indicative of guilt. The peak-of-tension tests produced a clear departure from the base line in the cardiac pattern, clearly indicative of guilt or guilty knowledge.

The test on the second subject was conducted in much the same manner. He was instructed that upon awakening from the trance he would remember the day to be May 2, rather than May 6. Relevant-irrelevant questions were administered followed by two peak-of-tension tests. The results were the same: guilt patterns were plainly present. Attention should be given to the illustrated peak-of-tension test given to the second subject. The questions were so worded that the subject had to lie to each question and the chart provided a very interesting pattern which indicates that he did.

The results of this experiment were indeed interesting. A test involving merely two subjects is, of course, far from conclusive but it at least provides a hypothesis. Based upon a discussion with a physician who was present and who also is a hypnotist, the hypothesis which we have formulated is that hypnosis may not affect the autonomic nervous system. This is, of course, a hypothesis and may be proved or disproved. Perhaps persons interested in this venture can furnish more evidence either in favor of or against this hypothesis. At this point, however, the polygraph seems to have again met and withstood another challenge. ★★★

Continuous Vs. Discontinuous Polygraph Measurement of Blood Pressure

By Warren D. Holmes

President-Elect of the Academy for Scientific Interrogation

EDITOR'S NOTE: *The author has been a member of the Police Department in Miami, Florida for the past eight years and now holds the rank of Detective and Polygraph Examiner with that organization. He is a graduate of the Keeler Polygraph Institute, an Instructor in Psychology and Sociology at the Miami Police Academy and graduated in June 1959 with a major in Psychology. He has presented papers before the last two annual Seminar-Conventions of the Academy for Scientific Interrogation, and has published a number of articles on the polygraph and interrogation.*

AN inquiry into past and present-day writings on techniques of lie detection reveals that our most perplexing problem has been and continues to be: the efficient measurement and accurate interpretation of relative changes in blood pressure. Those of us who are charged with the daily responsibility of conducting examinations can attest to this fact. The twofold problem offers a challenge to everyone in the lie detection field. The fact that the problem exists suggests the need for improved applied techniques or changes in measuring instruments. The problem manifests itself in erroneous and so-called "inconclusive" test results.

To reduce the seriousness of the problem there should be a continuing effort on the part of polygraph examiners to improve current techniques in lie detection. The question is, can we improve current techniques without basic changes in polygraph equipment? If changes are made will they cut down on so-called "inclusive" test results and reduce the alleged margin of error in lie detection. It would be presumptuous to request changes in equipment without offering sufficient evidence to warrant such a move. Manufacturers have always complied in the development of the polygraph when a valid need was presented.

The purpose of this paper is: (1) to announce the results of research directed toward establishing necessary evidence to prove a need and, (2) to request a change in polygraph equipment. This research was formulated on the theory that in certain cases deception or truthfulness is discernible only when the individual's blood pressure pattern is viewed over a longer period of time than is now possible. Present day recording instruments with their limited chart running time reveal only a portion of the gross deceptive pattern of some individuals. In an effort to validate this theory both the continuous and discontinuous methods of measuring blood pressure changes were employed in actual criminal cases. The research afforded this writer and cohorts the opportunity of comparing the effectiveness of each technique. It also led to the conclusion that in order to reduce the number of so-called "inconclusive" test results and possible errors in opinion, polygraph equipment must be developed whereby a combination of both techniques may be employed. In 32 individual cases where difficulty was encountered in the interpretation of blood pressure patterns when using the continuous method, a subsequent examination was given the following day using the discontinuous method. The types of blood pressure tracings agreed upon by the participating examiners as difficult to interpret were:

1. Blood pressure tracings characteristic of the so-called "non-reactor" type lacking in specific responses to relevant, irrelevant, control and guilt complex questions.
2. The guilt complex pattern evidenced by responses to both relevant and guilt complex questions.
3. Blood pressure tracings indicating extreme nervous tension with erratic blood pressure responses.
4. Tracings with rapid pulse rates which tended to "snuff out" specific blood pressure responses.
5. Tracings with blood pressure responses of the same magnitude to both relevant and control questions.
6. Narrow tracings typical of corpulent individuals where patterns were difficult to obtain due to the fatty tissue surrounding the brachial artery.
7. Blood pressure tracings with severe undulation prevailing throughout the entire pattern.

It may be pointed out that some of the above described tracings are in themselves indicative of deception. However, they are, in the opinion of this writer, the most difficult tracings to interpret and offer the greatest chance of error. In all seven types there is no clear distinction between the subject's norm plus excitement blood pressure pattern, and his deception pattern. With all seven types we must consider the possibility that we are recording small distorted fragments of the subject's true gross deception pattern. In order to gain a more extensive graphic picture of the subject's blood pressure pattern the discontinuous technique was utilized.

The discontinuous method entails taking a number of separate systolic blood pressure readings while the subject is undergoing cross examination.

The separate readings are recorded by hand on a chart. This allows the plotting of a true systolic blood pressure curve over any desired length of time. The discontinuous technique employs the use of a standard physician's blood pressure cuff, a sphygmomanometer

Address: Mr. Warren D. Holmes, Police Department, Miami, Florida.

and a stethoscope. With the discontinuous method it is only necessary to take the systolic blood pressure readings. While one examiner conducts the interrogation the second records the blood pressure readings. A proficient operator averages about four readings per minute. The technique employed in this research was basically the same as that used by early developers with one variation. The examination is divided into five periods.

In the first period the subject's norm plus excitement blood pressure level is established. During this period there is no conversation. The number of readings taken to establish this level will vary with each subject.

It is to be noted that in the discontinuous method a record is made of the actual systolic pressure level in contract to the continuous method which gives only variations in pressure.

In the second period readings are taken while the subject tells his side of the story.

In the third period the subject is interrogated regarding the case at hand. The discontinuous methods does not confine the subject to mechanical "yes" or "no" answers. There is no opportunity for thought disassociation. By requiring the subject to elaborate in his responses there is the assurance of full concentration on the point in question.

The fourth is the control period and the one variation in the research from the technique of early developers. In this period the subject is quizzed regarding his life background. During this period an effort is made to establish known lies for control purposes.

The fifth period is one of quiet and relaxation. In this period the subject's relief level of blood pressure is ascertained. This brief description of the discontinuous method is not intended to be complete in every detail, but only to acquaint those who are not familiar with its procedure.

REPRODUCTION OF ACTUAL BLOOD PRESSURE RECORDS

Upper record shows typical deception curve from a murder case. Subject confessed following examination.

Lower record shows typical truth curve. Build up in blood pressure during control period four in comparison with cross examination period three is clearly indicative of truthfulness regarding case in question.

Prior to the subsequent examinations given by the discontinuous method the results of all 32 cases involved in this research would have been rendered inconclusive. On the basis of the follow-up examinations by the discontinuous technique the examiners reached definite opinions in 18 of the 32 cases. Originally, the 32 inconclusive test results represented a percentage of 5.6 out of 588 subjects tested within the last year. The use of the discontinuous method reduced this percentage of inconclusive test results to 2.4 per cent. Of the 18 definite opinions rendered, 11 were given as guilty and 7 as innocent. In the 14 remaining cases the examiners were not able to reach a definite opinion as to deception or truthfulness by either the continuous or discontinuous methods. It was the opinion of the participating examiners that the remaining 14 subjects were not conducive to testing by any method, possessing either physiological or mental abnormalities.

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Whereas, in the 18 cases the continuous blood pressure tracings were not interpretable, the discontiunous technique revealed a clear distinction between the subjects' norm plus excitement level, and their deception level. Without this distinction the participating examiners could not have reached a definite opinion. The differentiation between levels of response was made possible by allowing the blood pressure pattern to run the entire gamut of the varying emotional experiences of each subject. The previously described blood pressure tracings should not be considered as inconclusive per se but, should be viewed as distorted fragments of the true gross pattern.

It is honestly believed that the designing of equipment capable of measuring relative changes in blood pressure over a longer period of time than is now possible will definitely result in a reduction of errors in opinion and inconclusive test results. To verify this contention the researchers had to use the discontinuous method, but despite this handicap a reduction of 3.2 per cent in inconclusive test results were obtained.

There is a true and understandable psychological basis

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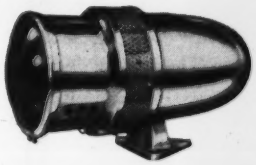
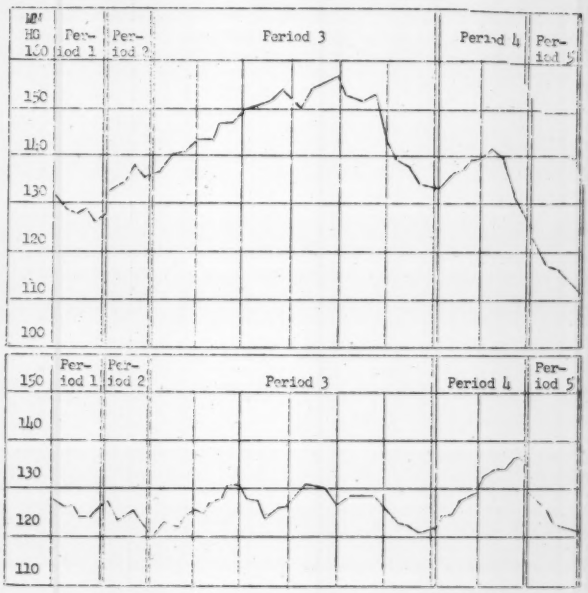


for the success of the discontinuous technique. It allows for the grouping of relevant, irrelevant and control questions. The examiner may then view the long range effect of these respective groups on the subjects' blood pressure patterns without disruption by limited chart running time. The research revealed that certain individuals reach a level of response which is not varied by the mixing of relevant and irrelevant questions in four or five minutes of formal interrogation on the polygraph. The greater length of time put to use in the discontinuous method permits readjustment of the subject's emotional tone.

The conversational approach of the discontinuous method affords greater latitude in questioning while still retaining the recorded effects on the subject's blood pressure pattern. The deceptive subject forced to elaborate in his lies creates within himself a greater blood pressure response than mechanical "yes" or "no" answers.

This research is not to be in any way misconstrued as a condemnation of present day polygraph equipment. The future development of any equipment should be guided by a substantiated need. It was not our intention to present evidence, that without actually being encumbered by the mechanics of the discontinuous method, we must take advantage of its basis psychological concepts. We need a polygraph instrument capable of continually measuring the true systolic blood pressure level without discomfort to the subject or time limitations. We



REPRODUCTION OF ACTUAL BLOOD PRESSURE RECORDS

Upper record shows typical deception curve from a murder case. Subject confessed following examination. Lower record shows typical truth curve. Build up in blood pressure during control period four in comparison with cross examination period three is clearly indicative of truthfulness regarding case in question.

are not so naive as to assume that this can be accomplished overnight, but it is a goal to be anticipated. ★★★

Front and center: Dodge Dart 4-Door Police Pursuit. Left to right: Dodge Dart Station Wagon, '60 Dodge 2-Door and Dodge Dart 2-Door Police Pursuits.

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Pursuit, patrol, whatever the action—new Police Pursuits by Dodge respond like no police specials before! Here are four models of two distinctly separate cars: all-new Dodge Dart and the authoritative new '60 Dodge. Mighty power, sure economical operation, swift maneuverability, added endurance come from 1960's greatest automotive advances: Unibody construction, "Economy Slant" 6-cylinder design, Ram Induction V-8 performance, many more! Add to these heavy-duty features proven in action, and you have police cars that truly command respect, truly deserve it. They're loaded with toughness and muscle to make you master of the most difficult law enforcement situations! For economy, dependability, performance, safety and driver comfort—here are police cars beyond compare.

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Take your choice of two great new cars in four models! Pick the light weight and responsiveness of the compact, all-new Dodge Dart and its 118″ wheelbase. Or choose the ruggedness and unmatched high-speed handling of the big, brawny 122″ wheelbase '60 Dodge.

Police Pursuits by Dodge for 1960 feature the dramatically greater comfort, strength and safety of revolutionary new Unibody construction. They offer the lively yet economical performance of the new Economy Slant "6", most modern 6-cylinder engine in the industry. They offer the breath-taking, all-out power of the new D-500 Ram Induction V-8's, with special torque-boosting manifold based on racing engine principles. And as standard equipment you get famed Torsion-Aire Suspension and Total-Contact Brakes. Special heavy-duty equipment, designed in close cooperation with working lawmen, is available for those who need it.

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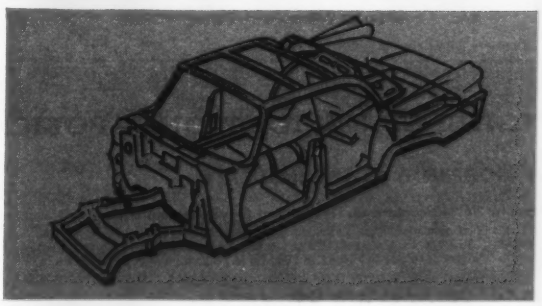

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Dodge Dart 2-Door Police Pursuit (118″ wheelbase)

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383 cu. in. D-500 Ram Induction V-8 with Ram Manifold, dual 4-barrel carburetor, special valve springs and camshaft, heavy-duty brake, 8.00 x 14″ tires, 14″ x 6K wheels—extra-cost option on '60 Dodge and Dodge Dart • High-output generator (50-amp. Bosch and 40-amp. Auto-Lite) • Alternator, Leece Neville heavy-duty—60-amp. • PowerFlite Transmission with high temp. seals (available with V-8 engines except D-500 V-8's) • TorqueFlite Transmission (available with V-8 engines) TorqueFlite Six Transmission (available with 6-cylinder engine) • Heavy-duty 12″ x 2½″ front and rear brakes (standard with 383 cu. in. engines, 14″ x 6K wheels and 8.00 x 14″ tires required) • Foam rubber pad on rear seat • Wiring for roof flashers • 8.00 x 14″ tires with 14″ x 5½ K wheels optional at extra cost on Dodge Dart 2- and 4-Door Police Pursuits • 8.00 x 14″ tires and 14″ x 6K wheels • 6.70 x 15″ tires and wheels • 7.10 x 15″ tires and wheels • Hi Capacity radiator • 7-blade fan and shroud • Special police nylon tires 8.00 x 14″ • Calibrated speedometer • Radio suppression package.

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Type OHV, Manifold semi-ram type, Cylinders 6, Taxable horsepower 27.74, Bore 3.40 inches, Stroke 4.13 inches, Displacement 225 cu. inches, Compression ratio 8.5 to 1, Carburetor single downdraft, Torque 215 lb.-ft. at 2800 r.p.m., Horsepower 145 at 4000 r.p.m.

***Red Ram V-8*—standard on Dodge Dart V-8 models**

Type OHV 90-degree V-8, Cylinders 8, Taxable horsepower 48.9, Bore 3.91 inches, Stroke 3.31 inches, Displacement 318 cu. inches, Compression ratio 9.0 to 1, Carburetor dual downdraft, Torque 340 lb.-ft. at 2400 r.p.m., Horsepower 230 at 4400 r.p.m. (with Carburetor 4-barrel, Torque 345 lb.-ft. at 2800 r.p.m., Horsepower 255 at 4400 r.p.m.)

***Super Red Ram V-8*—standard on '60 Dodge, available at extra cost on Dodge Dart V-8 models.**

Type OHV 90-degree V-8, Cylinders 8, Taxable horsepower 54.3, Bore 4.12 inches, Stroke 3.38 inches, Displacement 361 cu. inches, Compression ratio 10 to 1, Carburetor dual downdraft, Torque 390 lb.-ft. at 2400 r.p.m., Horsepower 295 at 4600 r.p.m.

***Special Police Pursuit V-8*—available at extra cost on '60 Dodge and Dodge Dart**

Type OHV 90-degree V-8, Cylinders 8, Taxable horsepower, 57.8, Bore 4.25 inches, Stroke 3.38 inches, Displacement 383 cu. inches, Compression ratio 10 to 1, Carburetor 4-barrel, Torque 435 lb.-ft. at 2800 r.p.m., Horsepower 325 at 4600 r.p.m.

NEW TORQUE-BOOSTING RAM MANIFOLD!

***D-500 Ram Induction 383 cu. in. V-8*—available at extra cost on '60 Dodge and Dodge Dart**

Type OHV 90-degree V-8, Manifold ram induction type, Cylinders 8, Taxable horsepower 57.8, Bore 4.25 inches, Stroke 3.38 inches, Displacement 383 cu. inches, Compression ratio 10 to 1, Carburetor dual 4-barrel, Torque 460 lb.-ft. at 2800 r.p.m., Horsepower 330 at 4800 r.p.m.

The policy of Dodge Division of Chrysler Corporation is one of continual improvement in design and manufacture wherever possible to assure a still finer car. Hence, specifications, equipment and prices are subject to change without notice.

Underworld English

By J. E. Schmidt, Ph.B.S., M.D., Litt.D.

EACH of the following unconventional expressions is followed by several definitions, but not all are correct. Test your knowledge of underworld lingo by comparing your selections with the answers given below.

(1) ***Lamp-chimney and knitting-needle work*** means ???

A. The casing of a residence for prospective robbery by one who pretends to be a salesman, formerly of such articles.
B. The peddling of smoking opium and/or general equipment used by addicts, especially hypodermic needles and syringes.
C. Abortion work by amateurs using homemade or makeshift equipment, especially such work by the madam of a bordello.

(2) ***Night hawk*** means ???

A. A patrolman on the night shift, especially a perfectionist who tries every door.
B. A burglar who works at night, especially one who does several jobs during a single night, then lays off.
C. A nymph du pave, i.e., a pudendal huckster, who, naturally, does her best work after sundown.

(3) ***To round the horn*** means ???

A. Of a suspect, to be taken to several police stations for the purpose of possible identification by victims.
B. Of a bank robber, to do encores at the sites of former exploits, i.e., to hold up the banks successfully robbed before.
C. To do to another man's wife that which one would not want another to do to one's, in allusion to the horns proverbially sprouting from the cranium of a cuckold.

Address: Dr. J. E. Schmidt, Monroe at Park, Charlestown, Indiana.

(4) ***Spit up one's guts*** means ???

A. Of an inmate suffering from tuberculosis, to have a pulmonary hemorrhage; i.e., to spill rubies.
B. Of a male having a pudendal coalition with an appetizing female, to deluge the phallic recipient with copious vesuviations of spermatozoa.
C. Of a culprit in custody, to fess up, to tattle, to tell all he knows to the police, especially info involving others.

(5) ***Peatley's creep*** means ???

A. The practice, usually by young thieves, of crawling on one's hands and knees behind the counter of a small shop and emptying the cash register before the owner, who is usually in a back room, can take action.
B. A brothel thief who creeps on his hands and knees in the "operating room" and appropriates the valuables from the pockets of the patron while he is "operating" pudendally on the subjacent harlot.
C. A female pickpocket; also, a pickpocket, male or female, who picks the pockets of females.

(6) ***Peel the leather*** means ???

A. Of a public enemy with recorded fingerprints, to attempt to erase them or modify them by mutilation, as with a razor.
B. Of an exotic dancer, to do what Mencken called ecdysis, i.e., to loosen, displace, and finally remove, with a studied provocative motion, the in polite society unmentionable intimate feminine garmentelettes.
C. Of a fleeing lawbender, whose description, including the clothes, has been widely broadcast, to shed said clothes at the first opportunity.

Answers: 1-C; 2-B; 3-A & C; 4-C; 5-B; 6-C.

★★★

'30' FOR RAYMOND C. SCHINDLER, SR.

Raymond C. Schindler, noted private detective, died recently at Tarrytown, New York. Looking for a job in his early days, he read a help-wanted advertisement of William J. Burns Detective Agency in San Francisco and went to work with them investigating insurance claims. In 1910 Mr. Schindler came east to manage a Burns office in New York and help to open a chain of Burns offices. Two years later he left the company to establish R. C. Schindler, Inc., now the Schindler Bureau of Investigation at 7 East Forty-fourth Street, New York. A long and successful investigative career included many noted cases that made their way to the front pages across the country. Mr. Schindler was one of the founders ten years ago for the Court of Last Resort.

STATISTICS FOR POLICE EFFICIENCY

The Criminal Statistics Program in New York State

By John I. Griffin

BACKGROUND

NEW YORK STATE has been a pioneer in the collection of crime statistics and the development of fingerprint identification. These two aspects of law enforcement work are integrated to an unusual extent in the New York State program. Since 1930 comprehensive crime statistics have been collected on a state-wide basis from all arresting and prosecuting agencies and, in addition, individual fingerprint cards and records of court disposition are required for every person charged on arrest with a felony or one of the specified misdemeanors or offenses. Since its establishment in March of 1954 the Division of Research of the New York State Department of Correction has been responsible for the collection, processing and analysis of crime and delinquency statistics. These data are received from about 4,000 police agencies and courts in the state.

PHILOSOPHY OF THE PROGRAM

It has been recognized by all students of crime statistics that complete and accurate data are not always received from local arresting and prosecuting agencies. Despite efforts made to eliminate reporting errors through specific instructions on report forms and correspondence with reporting agencies, satisfactory results have not been obtained. The Department of Correction has recommended, for many years, the establishment of a field service program to improve local reporting. To possess optimum value for analysis, a reporting system should start with crimes known to the police and adequately cover the steps involved in arrest, prosecution and disposition of the offenders. It so happens that the most accurate statistics are available for the last step in the process, that is, statistics on commitments to penal institutions. The earlier the stage in the criminal procedure, the less accurate are the statistics. In New York State the Department of Correction receives and analyzes data originating in all stages of the criminal procedure including:

1. Monthly summary reports on the number and type of criminal offenses known to the police, and on the number and sex of adults and juveniles arrested for each offense by police agencies.

2. Monthly summary reports on the court disposition of arrests for each offense.

3. Processing and analysis of individual fingerprint reports received by the Division of Identification on the legal and social characteristics of persons arrested for major crimes and on the court disposition of these arrests.

4. Processing and analysis of reports received by the Division of Probation on juvenile delinquency, neglect and other cases disposed of by Children's Courts throughout the State.

This program of reporting is regarded by Mr. Herbert L. Bryan, Director of the Division of Research, as a partnership between the statistician and other correction and law enforcement personnel. Mr. Bryan has said, "This partnership is based on the conviction that research and stitistical work are not apart from the mainstream of law enforcement, but should be made an integral part of the whole process."[1] Governor Nelson A. Rockefeller, who appointed Paul D. McGinnis as Commissioner of Correction, has expressed interest in extending and making more effective the statistical program of the State in this field. During the legislative session earlier this year it was indicated that the Governor was considering the appointment of a committee of experts to study means for strengthening work in the area of criminal statistics. Twenty-five leading law enforcement officials, who met with Governor Rockefeller, early in July, for the purpose of planning a coordinated front against crime, considered as one of the five questions on the agenda of their meeting "How can the collection and correlation of criminal statistics be improved?" This top level recognition of the important role of better statistics as a law enforcement tool is significant.

THE "ONE NUMBER CONCEPT"

The New York State Division of Identification has on file more than 3,600,000 fingerprints, of which about 53 per cent are criminal prints. This division has been a leader in the development of fingerprint identification techniques and its work in the development of machine

Address: Professor John I. Griffin, The City College of New York, 17 Lexington Avenue, New York 10, New York.

[1] *Correction*, Nov.-Dec. 1958, p. 12.

methods for fingerprint searches is well known through the reports of Mr. William E. Cashin. With the establishment of the Division of Research in the Department of Correction, a plan was developed called by Mr. Bryan the "one-number concept in crime statistics." This is the concept of a single state-wide number as a solution to the problem of identifying individual members of the criminal population, not merely for identification purposes as such but also to link them with the statistical records. The DCI number of the Division of Identification is a fixed serial number assigned to an individual when a fingerprint relating to his arrest on a criminal charge reaches the state agency. This number is assigned throughout the individual's lifetime and is thus similar to the system of fixed social security numbers. The DCI number method permits greater use of high speed methods in processing and analyzing arrest data and also in the handling of statistics on the inmates of state correctional institutions. The principles on which the "one number" system is based permit the development of a national system.

STATISTICS ON STATE CORRECTIONAL INSTITUTIONS

The Department of Correction operates seven prisons including Sing Sing Prison. In addition ten reformatories, and two hospitals, Dannemora and Matteawan, are maintained. As of April 1, 1959, there were 18,852 male inmates and 1,120 female inmates in the state institutions. The five county penitentiaries had a male population of 1,388 and female of 52 and the New York City institutions had 6,629 male inmates and 578 female inmates. The 1955 tabulations (published in 1958) showed, among other interesting relationships, that about 86 out of every 100 commitments had a prior record of either adult or juvenile delinquency. Also more than 3 out of every 4 commitments either had no occupation or were classified as laborers and service workers. About one-half of the commitments had not progressed beyond elementary school. However, a majority of the young adults under 30 years old had reached the high school level. Of the 4,511 commitments in 1955, 2,648 came from New York City. Of the New York City commitments about half were Negro and 20 per cent were classified as Puerto Ricans.

A second category of tabulations is derived from the Inmate File on punch cards, which includes the personal, social and criminal characteristics of each inmate at the time of admission and, upon release, a summary of the inmate's institutional history.

The 1955 figures on the characteristics of inmates showed that 72 per cent were under 40 years of age, and 15 per cent of the inmates were under 21 years of age. The greatest disparity between New York City and Upstate in terms of the county of commitment occurred among young adults, 21-29 years old, of whom more than 70 per cent were committed from New York City.

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The highest incidence of crimes against property as the reason for commitment was among youth. Crimes against the person showed a rising incidence with increasing age, and was also predominant among female inmates. The inmate group compared unfavorably with the general population in terms of education and occupation. More than three out of four of the non-hospital inmates had previous convictions and about 60 per cent had served a prior sentence in a penal institution.

AT RANDOM . . .

Fired Bullets

The characteristics of two series of fired bullets are studied by means of statistical methods in an interesting article by A. Biasotti in the January 1959 issue of the *Journal of Forensic Sciences*. The question under study is what makes the identity of two fired bullets? ★★★

IMPARTIAL SERVICE, IMPARTIALLY RENDERED

The supervision of picketing during industrial disputes is one of the duties it is impossible for the Police to perform to everyone's liking. Inevitably they will be criticized by some for being too tolerant and by others for being aggressive and provocative. The fact that criticisms come from both sides and tend to cancel each other out is perhaps the best evidence that the Police generally succeed in carrying out this difficult duty fairly and impartially.—*Police Review* (London) July, 1959.

The Police Science Program

of the

Baruch School of The City College of New York

Conducted in cooperation with The Police Academy, Police Department, City of New York

By John I. Griffin

EDITOR'S NOTE: *This is the third in a series of original articles featuring educational institutions whose training resources have been brought into effective contact with the personnel requirements of the law enforcement field. The first article described the police training program of the School of Police Administration and Public Safety at Michigan State University, authored by Professor A. R. Brandstatter, Director.*

An increasing number of universities and colleges are now offering degree programs in the law enforcement major. A primary objective of this series of articles is to direct the attention of other educational institutions to the opportunities that confront them in contributing through training and research to the further development of this branch of the public service. Most institutions already offer more than 90 per cent of the subject materials that would be geared into a four-year police curriculum; all that remains is to superimpose upon these in an integrated program the technical professional courses of the field. The Editor of the JOURNAL *will gladly furnish any university or college administration with complete information concerning the organization and direction of a degree program in this professional major.*

*The author of the present article, Professor John I. Griffin, is supervisor of the Police Science Program of the Baruch School of The City College of New York. He is also Editor of the special Section—*STATISTICS FOR POLICE EFFICIENCY*—which appears as a regular feature of the* JOURNAL.

ORIGIN OF THE PROGRAM

IN the fall of 1954, the Mayor of the City of New York, the Honorable Robert F. Wagner, requested his Police Commissioner and the President of The City College, to formulate "a program for the more effective education of the police force of the City of New York." A detailed plan was developed and the first classes began in September, 1955. Since then, about 2,500 members of the Police Department have enrolled in the program and participated as students.

The working principles of this adventure in collegiate education for the world's largest Police Department distinguish this program from the other law enforcement college programs in the United States. This particular police science program accepts as students only law enforcement officers; its instructional staff in the professional subjects is made up exclusively of superior officers of the New York Police Department assigned to this teaching duty; and the administrative structure of the program involves joint Police Department and College effort. These characteristics, which have been fundamental in the success enjoyed by the program, are a consequence of the specific educational objectives of the program and the history of the two institutions cooperating in its operation.

THE POLICE ACADEMY AND THE COLLEGE

More than one hundred years ago a School of Instruction was instituted in the Police Department for the purpose of training recruits in physical drill, mental instruction, the Penal Law, and the Rules and Regulations of the Department. This School operated only when recruits, in limited numbers, were appointed to the force. In 1914, the school was reorganized and called the Police Training School. In 1928, the name of Police College was adopted (and the commanding officer was referred to as "Dean") and a modernized training program was instituted. In 1934, the name of the school was changed back to the Police Academy, which was located in a precinct building in Brooklyn. With over 2,000 recruits entering the Department in 1946, larger quarters were required and the school was moved to a former public school building on Hubert Street, Manhattan.

The City College of New York was established in 1847 as the Free Academy and is the oldest of the four public colleges conducted by the Board of Higher Education of the City of New York. In 1919, a distinct School of Business and Civic Administration was organized in The City College which since 1929, has been housed in a 16-story building constructed especially for it on the site of the original Free Academy building. Other units of The City College, including the College of Liberal Arts and Science, and the Schools of Technology and Education are located at an uptown campus. In 1953, the School of Business was renamed the Bernard M. Baruch School of Business and Public Administration, in honor of Mr. Baruch, a distinguished graduate of The City College.

THE JOINT PROGRAM

These two educational institutions, one for police officers and the other for young men and women training for business and governmental ca-

Address: Professor John I. Griffin, The City College of New York, 17 Lexington Avenue, New York 10, New York.

reers, have entered into a joint educational program for police education. In doing so, each institution retains its administrative and educational integrity. Thus, non-credit work in technical areas of an in-service type remains a very important responsibility under the specific jurisdiction of the Police Academy. However, courses and curricula leading to academic credit are subject to the accepted academic standards and processes of The City College and its Baruch School under the Board of Higher Education. The objectives of the college level training have been defined as "effective law enforcement, intensive professional training for police service, development of the qualities of leadership and the fostering of ideals of professional achievement in the public service. The need for more professional training of police personnel of all ranks has emerged from the increasing perplexities of police problems and police administration, particularly in large metropolitan areas."

In order to implement the objectives of the joint program, the Commanding Officer of the Police Academy was designated as the Assistant Dean for Police Studies, and a Joint Committee on Curriculum and Personnel of the Police Science Program was established. In view of the interest which this administrative structure may have for other cities contemplating a collegiate program of this type, the table of organization is reproduced in this article. It will be noted that, in addition to the Assistant Dean for Police Studies, there are two administrative officers functioning in behalf of the College and two in behalf of the Police Academy as co-supervisors of the undergraduate and graduate segments of the program. Two Deputy Commissioners of the Police Department serve on the Joint Committee, which acts as a professional department of Police Science in the Program. It should be noted that this rather unusual administrative structure is not a mere formal arrangement but an effective working body, in which College officers and officers of the Police Department are in constant cooperative contact with each other. The direct personal interest of the President of The City College and the Police Commissioner, evidenced by their presence at and participation in joint activities, has contributed greatly to the overcoming of the many problems which always arise in a new program.

City College's Bernard M. Baruch School of Business and Public Administration stands on the site of the Free Academy. The sixteen story building is located at Lexington Avenue and 23rd Street, in New York City.

THE POLICE SCIENCE PROGRAM

Bernard M. Baruch School of Business and Public Administration
The City College of New York

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Ph.D., D.D., LL.D., Litt.D., L.H.D.

STEPHEN P. KENNEDY
The Police Commissioner
B.S., LL.B.

Emanuel Saxe, Ph.D., J.D., D.C.S., C.P.A.
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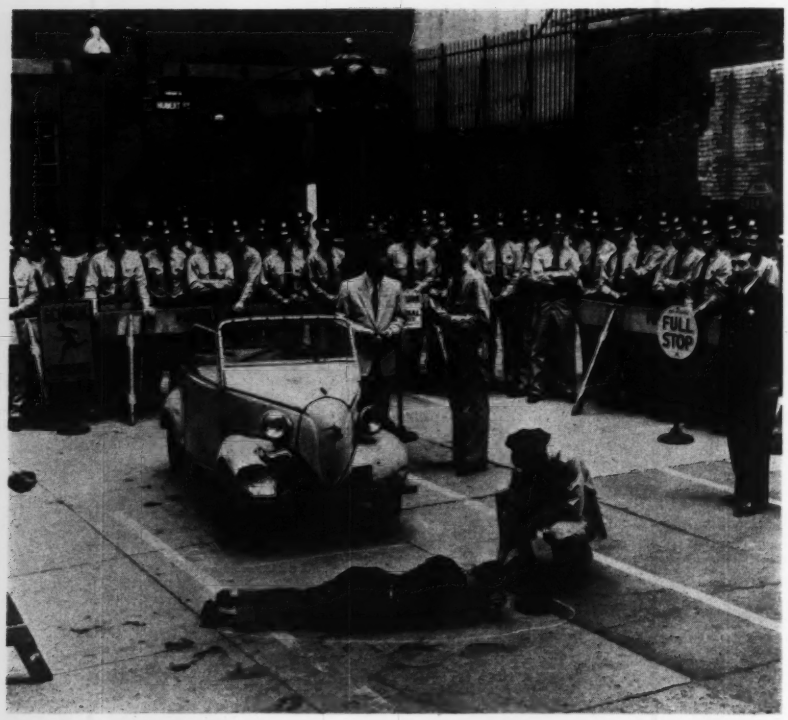
Robert A. Love, Ph.D., LL.D.
Director, Evening and Extension Division
Robert R. J. Gallati, B.S., S.J.D.
Deputy Chief Inspector, Commanding Officer (Police Academy), and Assistant Dean for Police Studies
Jerome B. Cohen, Ph.D.
Assistant Dean, Graduate Studies



Recruit Class demonstration in traffic accident investigation. Photo, courtesy of Police Academy, City of New York.

Samuel F. Thomas, M.S. in P.A., Ph.D.
Assistant Dean, Co-Supervisor of Graduate Training*
Harry Diamond, A.B., M.A., M.P.A.
Lieutenant, Co-Supervisor of Graduate Training*
John I. Griffin, Ph.D.
Associate Professor, Co-Supervisor of Undergraduate Training**
James W. Herlihy, B.S.
Lieutenant, Co-Supervisor of Undergraduate Training**
Arthur H. Savitt, LL.B.
Captain, Officer-in-Charge, Police Science Program**
Patrick V. Murphy, B.A.
Lieutenant, Personnel and Training Officer**

* In behalf of the College.
** In behalf of the Academy.

JOINT COMMITTEE ON CURRICULUM AND PERSONNEL OF THE POLICE SCIENCE PROGRAM

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Robert A. Love, Ph.D., LL.D.
Samuel F. Thomas, M.S. in P.A., Ph.D.
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Robert R. J. Gallati, B.S., S.J.D.
Arthur H. Savitt, LL.B.
James W. Herlihy, B.S., Secretary to the Committee

THE TEACHING STAFF

No collegiate program can be any better than the quality of its instructional staff. In this program a large staff of instructors has been assembled from the personnel of the Police Department and The City College. All officers now engaged in instructional work at the Police Academy meet the academic requirements for appointment to the faculty of The City College and have been designated Lecturers in Police Science by the Board of Higher Education. These officers are typically Lieutenants, although officers up to the rank Deputy Chief Inspector are on the staff and specialists in the ranks of Sergeant and Detective are also teaching. On the College side, all academic ranks are represented in the instructional staff, drawn from some twenty college departments offering work in the program. Without exception, the professors teaching in the program have reacted with enthusiasm to the quality and degree of motivation exhibited by the police students.

PHYSICAL ARRANGEMENTS

With few exceptions the police officers in New York City work tours of duty "around the clock." This presents an insuperable obstacle to the pursuit of a collegiate degree unless an officer is fortunate in obtaining a detail which permits him to attend evening classes. As a consequence, all of the undergraduate program classes meet in double (parallel) sessions, daytime and evening, so that continuity of instruction is not lost when a student shifts his tour of duty. To illustrate, a course might meet on Monday morning from 9:30 a.m. to 12:10 p.m. and also from 5:40 p.m. to 8:20 p.m. This arrangement has worked very well and student absences, due to the exigencies of the service, are minimized. Some of the professors, however, have needed a few weeks of experience in their police program classes before they have become accustomed to this pattern of life! This semester 22 parallel sections are being taught in police science subjects and 36 sections in background courses on the undergraduate level, and 10 police science graduate sections with students enrolled in an additional 10 background course subjects on the graduate level. The total enrollment amounts to about 1,400 officers, of which 10 per cent are in the graduate program. Classes are accommodated at the Baruch School building and at the Police Academy Annex. A new Police Academy building is planned for a site close to the Baruch School.

THE UNDERGRADUATE CURRICULA

When the program began in the fall of 1955, the first curriculum was limited to a course of study leading to the degree of Associate in Applied Science with specialization in Police Science. This remains the largest program. Admission to the A.A.S. program may be obtained upon the basis of either high school graduation with an academic or commercial diploma or a high school equivalency diploma. The course of study consists of 64 credits. Ten of

these credits are acquired by successful completion of the Recruits Training School Course at the Police Academy. The specialization in police science, beyond the recruit training, consists of 15 credits as follows:

Police Science 105—Police Organization 3 credits
Police Science 106—Police Supervision 3 credits
Police Science 110—Police Administration 3 credits
and two 3-credit courses from among the following:
Police Science 111—Police Personnel Administration 3 credits
Police Science 115—Principles of Investigation 3 credits
Police Science 120—Juvenile Delinquency and Crime 3 credits
Police Science 140—Traffic Law Enforcement 3 credits

The specialization also includes 11 credits selected from such courses as Statistics, Government, Law, Business Management, Psychology and Criminology. Like all students in the A.A.S. curriculum, the police science students must take 24 credits in background and general education, which includes base courses in English, Speech, Government, Mathematics, Psychology and Science. A broad offering of general electives is available from which students select sufficient credits to bring their total credits to 64. The students pay fees for the background courses but no fees are charged for the courses in police science. A number of men have already earned the A.A.S. degree and the largest group thus far, about 100, received the associate degree last June.

The second undergraduate program was initiated in September, 1957. This is the course of study leading to the degree of Bachelor of Business Administration with specialization in Police Science. Admission to this program is limited to those students who are eligible for matriculated status under the rules of The City College. Such students must be graduates of accredited high schools with high averages and also with high scores on the college entrance examination. The college

Administrative Officers of The Police Science Program inspecting classroom facilities. Left to right, front row: Police Commissioner Stephen P. Kennedy, Dean Emanuel Saxe, Inspector Michael J. Murphy, and Inspector Robert R. J. Gallati. Left to right, rear row: Deputy Commissioner Walter Arm, Assistant Dean Samuel F. Thomas, Deputy Commissioner Alexander Aldrich, Professor John I. Griffin, and Captain George P. McManus.

provides such matriculated students with the course of study leading to the baccalaureate degree without any tuition fees. This is the century-old policy of free college education made available by the City of New York to its qualified residents. By now more than 300 police officers have achieved matriculated status.

The course of study for the B.B.A. degree includes a specialization in police science of 26 credits, 18 of which are in police science courses as such and 8 of which are in law courses. The economic and business background courses consist of 24 credits. In effect, the police student is regarded as a managment student with reference to police applications. Of the total of 128 credits required for the B.B.A. degree about half are taken in English, Speech, Modern Foreign Language, Mathematics, Natural Science, and Social Science. This is consistent with basic college philosophy that the matriculated student must have a broad cultural training in addition to his professional specialization.

GRADUATE CURRICULUM

A study of personnel records of members of the Police Department showed that over 1,000 men already held one or more undergraduate degrees. In order to meet their needs a graduate program was begun in September, 1956, with the establishment of a course of study leading to the Degree of Master of Public Administration, with a major in Police Science. This program consists of not less than 32 credits, including 4 credits for the thesis. Required courses include:

Government 9200—Government Administration 2 credits
Government 9301—Problems in Public Administration 2 credits
Government 9310-11—Thesis Seminar 4 credits
Government 9320—Public Personnel Problems 2 credits
Police Science 9500—Police Service in the Community 3 credits
Police Science 9510—Police Managerial Techniques 3 credits

Graduate courses in police administration also include: Problems in Police Administration, the Investigative Function, the Patrol Function, the Traffic Control Function, the Delinquency and Youth Crime Prevention Function, the Criminal Law in Relation to Police Administration, Constitutional Guarantees in Criminal Law Enforcement, and Statistical Methods in Police Administration. Graduate students in this program also elect courses in such areas of public administration as management, budget administration, and public personnel administration. Several officers have received the M.P.A. Degree after presenting theses on topics selected from their own experience in police administration.

★★★

How a Defense Lawyer Hopes to Profit From The Testimony of an Officer

By Judge Fred Erisman

EDITOR'S NOTE: *The author is a graduate of Texas Christian University, Fort Worth, Texas, and engaged in graduate study at Brown University, Providence, Rhode Island. He was Criminal District Attorney of the 124th Judicial District of Texas from 1939-1945; Judge of the 124th Judicial District from 1950 through 1955; Past Chairman of the Committee on Criminal Law and Procedure and Past Chairman of the Judicial Section of the State Bar of Texas; former President of the District and County Attorneys Association of the State Bar of Texas; member of the American Judicature Society; Chairman of the Texas Council on the Administration of Justice of the National Probation and Parole Association; Chairman of the Texas State Bar Committee on Revision of the Texas Code of Criminal Procedure and Penal Code. Judge Erisman is a member of the Board of Trustees of Texas Christian University and holds a fellowship in the International Academy of Trial Lawyers.*

IN THE field of law enforcement there are very definite arenas of activity for Police Officers and Defense Attorneys. Each has an important role to play, and so long as each performs his respective duties faithfully and to the best of his ability neither should be criticized because of the outcome of a particular trial or an individual prosecution.

"LAW" has been defined as, "A rule of action, governing the conduct of men. Setting forth that which is right, and prohibiting that which is wrong." It is no more within the scope of a police officer to secure an improper conviction, than it is the purpose of the defense lawyer to obtain an unjust or unlawful acquittal.

From the earliest histories of ancient nations we learn that it is the purpose of a police officer "to maintain the essential tranquility" and to guarantee "the security of citizens in their lawful occupations and rights." Generally today, a police officer is defined as "a person whose duty is keeping order, and arresting people who break the law." It is within the relatively narrow field and results of arresting people that we will here think together.

The Defense Lawyer is a professional person acting for another in obtaining legal rights, protecting from improprieties, and achieving substantial justice for a client. In most instances a careful defense lawyer is in possession of the details of the offense on trial not held by the prosecution nor the police officer; and with this advantage, he should be able to so control his examination of the State's witnesses, and arresting officers as to gain every possible benefit for his client.

As a prosecutor, I have seen instances where "Good Law Enforcement" was demonstrated by a prompt death sentence. As a defense counsel, a verdict of "Not Guilty" when based upon self defense, or other lawful or justifiable circumstances, was proper. As a judge, I viewed all prosecutions impersonally and objectively, feeling that "Good Law Enforcement" required prompt and certain penalties for the guilty, but never at the sacrifice of respect for, and recognition of, the fundamental rights and liberties of citizenship.

We must not lose sight of the fact that police officers are:

1. Responsible, capable men, performing a hazardous duty.
2. Acting always in accordance with the law.
3. Discharging a necessary function for the welfare of all.

When a Police Officer—a Prosecutor—a Defense Counsel—or a Judge becomes so personally interested in the outcome of a case, as to be blinded to the Justice of that case, regardless of the verdict, it is Not Good Law Enforcement.

APPEARANCE

In our daily contact with Courts we sometimes lose the sense of responsibility that a juror feels, as he or she sits in a jury box, looking at persons who are frequently strangers to them, and passing upon the truthfulness of such "strangers'" sworn testimony.

If an officer has worked all night, his eyes are bloodshot, he needs a shave, his clothes are wrinkled, he is at an immediate disadvantage. He is not as alert as he should be. His testimony will be weighed as much on how he looks as what he says. It is equally as bad to be overdressed as it is to appear in court disheveled and uncomfortable.

An officer, testifying in shirt sleeves—or even with a coat when it is obvious that he is armed—should leave his pistol in his office, or in his car. It is not likely that he will need to assist the Bailiff who is adequately armed for most emergencies. I have seen Defense Lawyers discredit an unsuspecting and well-meaning officer—simply by rising in court and in the presence of the jury saying: "Your Honor, before I cross-examine this man on his testimony, will you have him retire from the courtroom and leave his pistol outside?"

This works two ways:

(1) If the Court grants the motion the Jury immediately gets the impression that the Officer was wrong in wearing his gun into

Address: Judge Fred Erisman, P. O. Drawer 432, Longview, Texas.

Court. Some might even conclude that he is a high-tempered, trigger-happy "Pistol Packer."

(2) If the Court denies the motion, in most instances he will unthoughtfully add, "I don't think that will be necessary, Counsel" and the Defendant will take an exception to the Court's remarks as being improper, a comment on the evidence to be given by the witness, and an indication of the Court's feeling toward the State's witness.

The neater—and less conspicuously—an officer can dress, the less distraction there is to his testimony. A good guide for dressing is to observe how the jury is dressed—if they are in coats, wear your coat, if in shirt sleeves—do likewise. With women on the jury—a coat always makes a good impression!

ANGER

The first mark of success in the cross-examination of a witness, is to make him "mad." The chances of a misstatement are much greater than when he is in cool possession of all his faculties. "Whom the Gods would destroy, they first make mad" is the first principle of trial technique a good trial lawyer learns.

What does an Officer have to get mad about? If it weren't for this Defendant and similar law violators—there would be no need for Police Officers. Not one time in a thousand is the Officer the injured party. He is not on trial—will not serve one day of the sentence, nor pay one dollar of a fine.

"A soft answer turneth away wrath"—the Officer who truthfully answers the questions asked in a clear, dispassionate, positive tone of voice, telling the truth as he knows it—can never be made a "fool of" by any lawyer.

BUILDING UP THE BENEFICIAL

A good Police Officer frequently makes the best witness the Defendant has:

(1) After a killing—if the Defendant walks into the police station or Sheriff's or Constable's office and tells the officer, "I had to kill him—he made me do it." This is part of the crime itself, is known as *Res Gestae*, and when the officer testifies that such statements were so made—before the lawyer was hired—it adds much credance to the plea of self defense of the accused.

(2) In investigations of stolen property—when the defendant makes a reasonable explanation of how recently stolen property came into his possession, when first questioned about it, the testimony of the Officer is paramount. "Didn't the Defendant tell you he bought this property from John Jones?" "Didn't he give you a description of John Jones?"—admissions in the affirmative are of great benefit and the burden shifts to the State to disprove this explanation.

(3) Always in cases where the Defendant has asked for a Suspended Sentence before the jury (or hopes for a Probated Sentence from the Judge) an Officer who testifies that he has known the accused for a number of years, that he bears the reputation for being a peaceable, law abiding citizen in the community where he resides, and that his reputation for truth and veracity is good—gives the Defendant a tremendous boost in the eyes of the Court and Jury.

(4) Conversely—sometimes in circumstantial evidence cases a careful defense lawyer will ask an Officer concerning the whereabouts of some known criminal or character in the community—"Did you see Blackie Jones the night of the burglary?" "You know him to be a burglar, don't you?" Hoping to sidetrack the jury into a reasonable doubt that Blackie Jones might be the person who committed the offense—instead of the accused. If an outstanding hypothesis can be raised that Blackie Jones might be the guilty party, the Prosecution is in a difficult position to sustain its conviction.

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CONFESSIONS

The most difficult problem of a Defense Lawyer is to successfully reconcile a "Confession" of his client and his plea of "Not Guilty." Likewise the most valuable asset to the prosecution is a so-called "voluntary statement."

Whereas, the Defense Lawyer frequently learns from his client exactly how an offense took place, he is never quite sure just what the same client said in his confession. The statement is usually not available to him, and too frequently the Defendant doesn't remember the "damaging portions" of the statement, or exactly what he did say. Obviously this is very dangerous to the preparation of a defense.

Simply because of the psychological effect upon the defense counsel, it was our practice as District Attorney, to take statements from every person, if at all possible. Even where such statements were excul-

patory and obviously were fabrications. It is within the field of the Confession that the Peace Officer frequently encounters the most bitter cross-examination by the Defense Attorney.

Because of its weight—and danger—such statements are hedged in by statutory steps that are essential to its use:

1. **It must be in writing.** (The exception to this is where the Defendant discloses the whereabouts of the fruits of the crime or other information whereby the implements with which the crime was committed—or even the body—is found, the theory being that no amount of abuse or mistreatment could make a person tell something he didn't know—where the truthfulness is proved by finding the items disclosed.)

2. **It must be signed by the accused.** The manner of the signing—whether strong and forthright—or shaky and ill—becomes evidence itself. If an "X" is used witnesses other than peace officers must attest it.

3. **It must be shown that the accused has been warned—by the person to whom the statement is made**—(Baker vs. State, 299 SW 2d 142, Officer giving warning, County Attorney taking statement not sufficient):

a. He does not have to make any statement at all.

b. Any statement made by him may be used in evidence against him on his trial for the offense concerning which the statement is therein made.

4. **It must be voluntary** and clearly not made from:

a. Compulsion

b. Promise

c. Persuasion or improper influence upon the defendant.

If any of these elements are missing the statement is defective and cannot be used.

If a Defense Lawyer can successfully show the Judge:

That the Prisoner was arrested, moved from jail to jail, hid out so that *Habeas Corpus* couldn't reach him, held incommunicado from friend and lawyer, and otherwise abused, **the statement cannot be admitted, and any conviction depending upon such statement will be reversed.**

It isn't often that all the elements are present, but a careful defense lawyer will try to inject as many of them as his wits and the State's witness will allow.

You may be interested in knowing that the Court of Criminal Appeals of Texas recently in the case of Humphries vs. State, 295 SW 2d 218, held that when the State's proof showed that an officer had simply told a prisoner, "It's best to tell the truth . . . even though it sometimes hurts . . . if the truth is told, it is usually best in the long run" that such did not constitute persuasion, compulsion, nor promise, and was not a bar to the use of the statement.

DISCREPANCIES

Because of the vast number of cases investigated—especially in Driving While Intoxicated prosecutions—and the length of time between arrest and trial, it is usually a simple matter to develop a conflict in the testimony, or confuse the witness, upon what appears to be a "Minor Detail."

1. What model or body style was the automobile involved?

2. How were the passengers seated in the car?

3. How was the defendant dressed?

4. If liquor was found in the car—what brand, and how much?

When more than one officer is scheduled to appear as a witness in a case, they should privately—whether together or not—review their case reports before testifying. An honest, "I just don't remember that detail" sounds better to a juror than an effort to guess, that may put your testimony in conflict with that given by your partner. Usually because of the "Witness Rule" you will never know what your partner testified to—and it would be "suicide" to ask him.

PREJUDICE

Among some people there is still a certain amount of prejudice against Police Officers. They still think that a Rubber Hose, 24 Hour Grilling, and Extorted False Confessions are all in the day's work for the Police Officer. There are many people on juries who feel that a man is never arrested without getting "pistol whipped" or "black jacked" or needlessly abused, and "Officers will swear black is white to secure a conviction."

Any time a defense lawyer can get before the jury that his client has been abused or mistreated by the arresting officer, or that his arrest came through a "stool pigeon" or some questionable activity of the prosecution—it is usually beneficial to the Defendant. A careful Defense Lawyer will quickly jump to magnify any unnecessary "force," "slapping," "tapping," "pushing" that an officer admits he administered to the defendant in arresting him or in entering his premises.

Great progress has been made in dispelling these fears on the part of jurors. More care is taken in selecting men who are to enforce our laws. Scientific crime detection, expert testimony, greater care in the preparation of cases for trial, and a tremendously fine job in "Public Relations" has done much in removing this "reasonable doubt" from the minds of jurors.

SEARCH AND SEIZURE

Many prosecutions have failed because the State had to rely upon evidence obtained as the result of an illegal search or seizure. For many years there was no provision to search for evidence of crime, and Search Warrants could only issue for the recovery of stolen property, implements used, or certain contraband, such as illicit liquor, narcotics and the like.

The Texas Legislature has done much to aid Police Officers in apprehending the wrongdoers and bringing them to Justice—much remains to be done. Yet, today, there is not one search in ten (10) that is done by search warrant, or under one of the legal exceptions. Usually an officer begins his investigation in response to an emergency call,

for an unidentified offender. He arrives at the scene of the crime, determines the *modus operandi,* gets all descriptions available and starts from scratch—without getting a warrant for anyone.

Without a warrant of arrest, or search warrant, in many instances the Police Officer is a "sitting duck." He may have no authority to take the suspect into custody, search his car, nor his home, and under ordinary circumstances, he can't use what he finds. When cases such as this arise, a full disclosure of the facts should be made known to your Prosecuting Attorney, as they will most assuredly be brought out by the Defense Counsel in the trial of the case.

It has been my conclusion and observation that juries are proud of good "Police Work." The wide interest in Police Radio and TV programs—the unprecedented sale of Detective Stories—indicate that the public appreciates careful approaches to the solution of crime. It becomes our duty—whether as **Police Officer, Prosecutor, Judge, Defense Counsel** or **Witness**—to so conduct ourselves when we have our day in Court—to leave no reasonable doubt in the mind of that juror that his verdict—whatever it was—was a righteous one. ★★★

Interesting and Unusual Cases

By Lt. Walter R. Scott, San Diego Police Department

A NOTE FROM MARS

If one were to come upon the collection of lines, marks or characters below, and he were not "alphabet conscious," he would think one of two things: He had stumbled upon the characters of an unknown language, maybe out of a flying saucer, or he had a secret code.

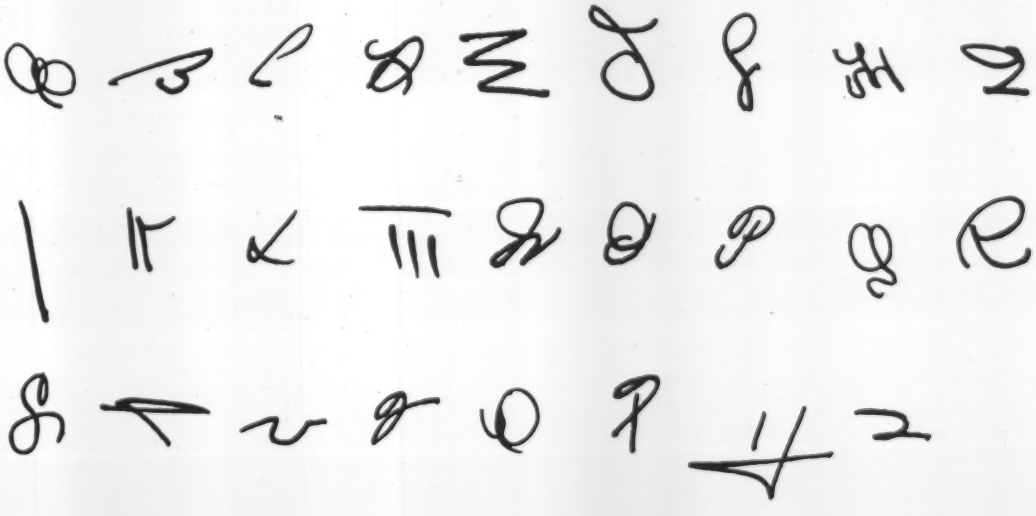
It is neither. It is the English alphabet, all capitals. The letters were collected in a very short time from handwriting exemplars. One who examines handwriting constantly would expect to find such different and unusual characters or letters.

Individuality is reflected perhaps as much in handwriting as in all other human actions, habits or traits and it is about as difficult to change. There probably is about as much variety in handwriting as there are human beings. If one were to look deeply enough and had adequate specimens, he no doubt could come very close to proving the hypothesis.

One cannot call letters "strange" because they do not look like the ones he writes. The meaning of the word strange is determined by the point of view. Teaching has a great deal to do with one's point of view or thinking. Look at the alphabet again—does it still look strange?

If the alphabet is examined as a whole and the letters are considered in their relationship to one another, all letters make considerable sense. On the other hand, if the letter "A" (which is the first character in the top line to the left) is examined independently and without benefit of association, you may be sure very few persons would know what they were looking at. The same applies to the "J," the "E," the "G" and for that matter all the rest.

Persons who investigate or study handwriting know how difficult it is for those who "stylize" their writing to write differently or to effect a good disguise. Writing becomes as much a part of a person as his walk, voice or his actions—or perhaps his fingerprints.



Need for a Community Program For Troubled or Maladjusted Children

By Lloyd L. Voigt

EDITOR'S NOTE: "... *In an attempt to reach upstream near the headwaters and tributaries of delinquency and crime during the early years of the youngster's life when behavior patterns are just beginning to take form.*" *What follows here is a revealing study of the problem in Lincoln, Nebraska, a problem that finds its counterpart in every city and town in the country. This series of two articles are of signal importance to every law enforcement officer and to all others concerned with the problems of lawlessness, not the least of which is the taxpayer.*

The author received the B.S. degree in Public Administration at the University of Southern California in 1932 and the M.S.W. degree at the University of California in Berkeley in 1949. He has been Director of the Lincoln Youth Project since September 1956. Previously, he was Assistant Director of the Colorado State Parole Department for four years, Senior Sociologist in the Guidance Center of the California State Department of Corrections for five years and Deputy Probation Officer for the Alameda County Probation Department (California) for a three year period.

NEED FOR PREVENTIVE PROGRAM

DURING the fall of 1957 and spring of 1958 three high school students of Lincoln, Nebraska, committed suicide, the parents of a fifteen-year-old girl were charged with arranging an abortion for her, a fifteen-year-old boy attacked and repeatedly stabbed an elderly woman, and a nineteen-year-old man, who grew up in Lincoln, committed a series of vicious murders. There are many other children or teenagers in the city who are also quite maladjusted or are developing warped personalities. In Lincoln, as in any city, there is a serious delinquency problem. Many other children, although not delinquents, will be misfits. Many will be inmates of mental hospitals at some time in their lives. Unfavorable family relationships and home conditions are largely responsible for the problems of these maladjusted children. A small percentage of the families provide a large part of the delinquents and also most other cases of serious maladjustment.

Most maladjusted children can be helped if located and provided assistance in the early stages of their problems. Most children who are becoming maladjusted exhibit symptoms which can be recognized. With an adequate program of early location of troubled children and the provision of real help for them, much maladjustment could be prevented.

EXTENT OF THE PROBLEM

An effort will be made in this section of the report to outline a general area of unmet need and to provide examples of categories of maladjusted families or children whose problems are not being effectively treated by existing community agencies. Although there are many agencies in the community, only a small number of the troubled and maladjusted children are receiving effective help. Most of the children who need assistance are not getting it.

We cannot state how many children or families there are who need help. Only by the operation over a period of time of an adequate and comprehensive program for location and assistance of maladjusted children would it be possible accurately to determine the number. We do, however, have accurate information which indicates the extent of the delinquency problem, and we can provide examples of each of the other types of cases.

Delinquents

In a survey conducted by the Lincoln Youth Project it was found that, over a one-year period, 1101 individual juveniles who are residents of Lincoln were contacted at least once by the Lincoln Police. Many of the juveniles in this group can not be considered to be delinquents. However, three hundred seventy-four (323 boys and 51 girls) were engaged in misconduct which was sufficiently serious to have their cases turned over by the police to other city or county officials for disposition. This latter group contained a particularly large percentage of the juveniles in certain age groups. As an example, it included approximately 12 per cent of all of the sixteen-year-old boys residing in Lincoln. If 12 per cent of the boys in one age group are involved in serious delinquency in a single year, it seems probable that a considerably larger percentage of all the boys in Lincoln will be involved in such activities before becoming adults.

Serious School Behavior Problems

In any school system there are children who persistently misbehave and whose conduct is affected very little by the usual disciplinary measures. The conduct of these children is a symptom of their personal problems or maladjustment. When the seriousness of the situation is brought to the attention of the parents, some will accept referral to a social agency or clinic. In other cases the parents are hostile or defensive and are inclined to blame the teacher, principal or other school officials. However, even though they are resistive to receiving assistance or are inclined to blame others for their child's problems, many of these parents are actually quite concerned over the child's behavior and may eventually accept help for the child's problems or for their own problems which are affecting the child.

In the following case the child has been a serious

Address: Mr. Lloyd L. Voigt, Director, Youth Project, 2633 Randolph Street, Lincoln 10, Nebraska.

Per Cent, by Age Groups, of Boys Residing Within The Lincoln School Distirct Who Were Referred by The Police to Other City or County Officials Between October 1, 1956, and September 30, 1957

Age	*Total Number of Boys in District*	*Number Referred*	*Per Cent Referred*
13	867	45	5.19
14	825	41	4.97
15	741	53	7.15
16	617	74	11.99
17	597	56	9.38

behavior problem while in school. It has not been possible, as yet, to convince the parents that there is a need for treatment and that the school is not entirely to blame for his problems.

Even while in kindergarten, which he entered at the age of five, Ralph, who is now twelve, was considered to be an extremely difficult child to manage. He was kept in school until he was eight; then, as it was felt that he was dangerous to the other children, he was excluded and placed on the Homebound program with a visiting teacher. In September, 1957, when he was eleven, he was allowed to re-enter regular school; but he was a constant behavior problem and in February, 1958, it was again necessary to exclude him from school.

In another case the child's conduct and initial attitude of the parents were similar to the above case. However, after a series of persistent but friendly contacts the parents were persuaded to cooperate and the child was subsequently admitted for observation and treatment at the Nebraska Psychiatric Institute.

Henry, age nine, could not get along with other children on the school ground; and in class, where his work was poor, he persistently created disturbances. He was transferred to a special room and later to the special room in another school, but in each case he kept the class in a turmoil. At home and in the neighborhood his behavior was characterized by temper tantrums, impulsive and hostile behavior, extreme restlessness and running away from home frequently. He came to the attention of the police several times for misbehavior which, in each case, was of a minor nature and no official action was taken.

Non-delinquent Problem Cases That Attend School But Are Not School Behavior Problems

Many seriously maladjusted children are not behavior problems. Some are very unhappy and are shy and withdrawn. Others fail in school, and even with the extra attention provided in special classes perform far below their capabilities. From the appearance or conduct of some children there are obvious indications of mistreatment or neglect. This category of unhappy children or teenagers may include those who commit suicide, such as the three recent cases in Lincoln. It includes many of the persons who will later become inmates of mental hospitals. Although unhappy and maladjusted children may not be delinquents while in school, or at least while in the early grades, the percentage is high of those who later develop delinquent or criminal patterns, or who in other ways are unable to made normal life adjustments.

While Charles Starkweather, who recently received a death sentence in Lancaster County for one of a series of vicious murders, attended the local schools he would have been in this general category, as he was not a delinquent or a school behavior problem. From the information in national magazines and the local papers after his arrest, it appears that he had speech and hearing defects and was peculiar in appearance. He reportedly was picked on by other students and was frequently in fights. If there had been an effective program of case location, it is probable that the fact that he was seriously maladjusted would have easily been recognized while he was in the early grades.

A more typical example of a case in this general category, a fifteen-year-old with average intelligence who is failing in school, is as follows:

Richard's mother died when he was born and the maternal grandparents took him to live with them. He has never lived with or been friendly with his father who remarried. Richard reportedly had a good relationship with his grandfather and got along well until the grandfather's death in 1954. The grandmother indicates that, particularly during the past two years, there has been a gradual personality change in the boy. Whereas he formerly was an outgoing, pleasant boy who would help around home, he has become withdrawn, moody and rebellious. He often does not come home from school until late in the evening. He has become careless about his personal appearance. He has no desire to stay in school, but neither does he want to find a job. His teachers report that he is passive and withdrawn in the classroom and lacks interest in any type of activity.

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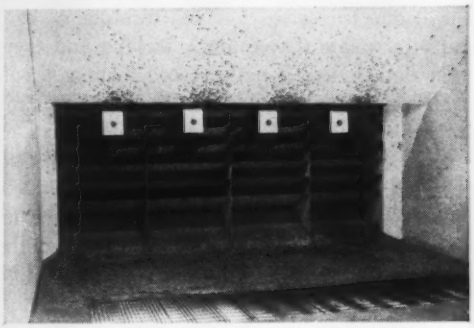

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Non-delinquent Juveniles With Serious Problems Who Are Not in School

In Nebraska children must attend school until the age of sixteen. Some may drop out after that age for economic reasons, but many who leave school have not been doing well due to serious personal problems. Adequate parental supervision is frequently lacking and there is a particular danger that a maladjusted teen-ager with too much time on his hands will be in trouble. The problems of most individuals in this category were present and could have been recognized while they were in the early grades. Help provided at that point or at an early age is usually most effective. However, even after leaving school most problem teen-agers can be assisted through a difficult period of life adjustment.

The following is an example of a case in which a teen-ager should not have been allowed to do as he pleased and who is in need of supervision and guidance:

George, age 16, had been having a great deal of trouble with his adoptive parents. They state that even as a small child he seemed distant and never seemed to respond to affection. Recently, after a quarrel with them he asked to be allowed to stay in the detention home and was kept there for several days. He was doing failing work in school, dropped out and obtained employment. Shortly afterward he left home and went to live in another city with a former serviceman whom he had met while the man was stationed at the Lincoln Air Force Base.

Multi-problem Families

In any ordinary community there is a small percentage of the families who are a major source of juvenile delinquency. These are disorganized families with numerous problems. They have been known to a series of agencies as their problems developed and affected the community. Although much time and effort is expended on the emergencies as they arise, the various agencies ordinarily do not take an over-all and long-term approach to the basic problems of this type of family. These families are particularly in need of long-term supervision and casework assistance. Even in those cases which cannot be fully rehabilitated, it is of benefit both to the families and the community to take the most effective action at the time, and to continue to provide supportive casework or supervision, rather than to allow the problem to become more aggravated.

Child Protection Cases

Although the problem cases which involve troubled or maladjusted children have been divided into six categories in this report, there is much overlapping. Many of the cases could be considered as examples of more than one category. Child protection, under a broad definition, might include work with cases in any of the other categories and with cases in which there are indications that serious problems might later develop.

Child protection activities should be in the area of prevention as well as correction. The community has the right to protect children and the responsibility to take the necessary preventive action when it appears that they are in danger. Most cases can be located in the early stages of need and preventive action taken before conditions of neglect or delinquency reach the point where there must be court action and removal of the children from the home. Usually it is not necessary to wait until a situation becomes acute and then place the parents in jail and the children in an institution.

In those cases in which court action is necessary adequate provisions should be made for the future care of the children. The problems are not solved in a case merely by punishment of the parents. If the children are not removed from the home there is usually a need for protective casework services for a considerable period of time.

An example of a case in which there was punitive action but where no official provision was made for the future protection of the child is as follows:

An attempt was made to molest Gloria, age 14, by her stepfather. It was felt that he was possibly under the influence of narcotics at the time. When the girl's mother found out about it she called the police. He was charged with contributing to the delinquency of a minor and subsequently received a jail sentence. The mother had only been married for a short time to the stepfather, who had an extremely unstable background. At first, while he was in jail, she planned to allow him to return to the home after his release, as he insisted that he would not misbehave again. However, a Youth Project worker discussed the need for protection of the daughter with her and she subsequently decided to have the marriage annulled.

In another case, after a small girl had been raped, provisions were not made to protect her from the man who had committed the offense.

The stepfather of Grace, age 12, gave her several drinks of liquor and then raped her. She reported what had happened to a neighbor who called the police. Soon after his arrest the stepfather was released on bail. He returned to live in the same home with the girl while awaiting trial and remained there until sentenced to prison for the offense approximately one year later.

The following is an example of a case in which, although official action was taken, the provisions that were made were only of a temporary nature and there was no arrangement for protective follow-up supervision:

Recently the local newspapers contained accounts of the death in England of an American serviceman's three-year-old child. The father was formerly stationed at the Lincoln Air Force Base and the case first came to the attention of the local authorities in June of 1955, when the child was five months of age. Complaints were made at that time that the child was being beaten and otherwise seriously mistreated or neglected. In September, 1955, the child was admitted to a local hospital with a skull fracture and had large bruises on various parts of her body. She was in a coma with spasms of the arms and legs. According to one of the newspaper accounts, the mother pleaded guilty to cruelty to the child and to assault and battery. The Court was informed that she had admitted throwing the child to the floor when she would not stop crying. The mother was fined $100 and placed on one year probation. After release from the hospital the child was placed with relatives. Three months later when the father was to be transferred to England, custody was given back to the parents.

EDITOR'S NOTE: The second in this series of two articles will appear in the next issue of POLICE. ★★★

August Vollmer Memorial Scholarships

By George W. O'Connor

EDITOR'S NOTE: *Mr. O'Connor received the A.B. degree at Dartmouth College and is now completing the requirements for the Master of Criminology degree at the University of California. He served for approximately two years with the Police Department of Oakland, California, as patrolman assigned to patrol, jail, radio, juvenile and planning and research, resigning in January, 1958, to accept the position as Scientific Investigator for the Cuyahoga County Coroner's Office in Cleveland, Ohio. In addition, he is a member of the faculty of the Law-Medicine Center of Western Reserve University in the same city.*

Responsibilities on his present assignment include administering the Suburban Police Schools conducted by the Law-Medicine Center, and the investigation of suspicious deaths within the county, public safety survey work and personnel screening for local law enforcement agencies. A legion of followers in the United States and in many foreign countries, where he was equally well known, will subscribe to this testimonial to August Vollmer, dean of American Chiefs of Police, and memorialize his name by contributions to this worthy cause.

FROM out of the many who engage in a field of endeavor there emerge a few individuals whose careers are representative of the ultimate in leadership, foresight and progress. These are the few who, through a lifetime of remarkable achievements, attain the status of leader, of pioneer and even of "symbol" to those who follow after them.

Law enforcement's most enlightened leader was August Vollmer whose ideals, philosophy and accomplishments stand today as a constant reminder that ours too is an endeavor which may also be a calling of the highest order. Vollmer was a man who brought to his job enormous quantities of ambition, ability and integrity. Through a half century of devotion to the task of making the community a better place in which to live, Vollmer gave to the police service a hitherto unthought of status; he gave to it a concept of professionalization which is widely becoming a reality.

Address: Mr. George W. O'Connor, Law-Medicine Center, Western Reserve University, Cleveland 6, Ohio.

Immediately upon the death of The Chief a group of his friends, students and admirers gathered to inquire into the most appropriate and adequate means of honoring him. It was felt that in view of Chief Vollmer's vast number of friends and associates, it would be well to attempt to consolidate the many smaller efforts of homage into one central project which would reflect and perpetuate not only the memory but also the ideals of "The Father of Modern Police Science."

THE COMMITTEE

The persons who originally met to determine the feasibility of the creation of an August Vollmer Memorial and who today operate as the Memorial Committee, represent, in a sense, the entire breadth of Vollmer's activities during his career as Chief. In terms of official capacities, the committee spans the entire administration of criminal justice from the patrolman on the street up to and including the Chief Justice of the United States Supreme Court. The intermediate positions represented include: businessman, military leader, state crime laboratory chief, state parole chief, governor, state criminal records chief, chief of police, sheriff, lawyer, psychiatrist, professor and warden. Thus, the scope of August Vollmer's associations is an indication of his wide interest in the entire process of criminal justice and not merely a restricted interest in solely the police function.

Members of the committee who were privileged to have worked with August Vollmer on the Berkeley Police Department are: Major General William F. Dean; George Brereton, head of California's Bureau of Criminal Identification and Investigation; Walter Gordon, former Chairman of the California Adult Authority and present Governor of the Virgin Islands; John D. Holstrom, Chief of Police, Berkeley, California; and, O. W. Wilson, Dean of the School of Criminology, University of California.

From the beginning, the establishment of scholarships in the School of Criminology became the foremost channel of the committee's efforts for here was already available a functioning institution which originally had been founded under Vollmer's leadership and one which today represents law enforcement's most advanced step towards professionalization. It was decided by the committee that it would be here that Vollmer's ideals and principles would continue to be expounded and expanded for the better interest of law enforcement throughout the nation and the world.

THE GOAL

The immediate purpose of the committee is to receive contributions to the August Vollmer Memorial Scholarship Fund. This substantial goal of $100,000 was established in order that four student scholarships of $750 to $1,000 might be awarded annually to students in the School of Criminology in order that they may prepare for the broad field to which Chief Vollmer devoted his life.

The Regents of the University of California have approved the establishment of the August Vollmer Memorial Scholarship Fund, and the fund will be administered by them in the usual manner.

The August Vollmer Memorial

Scholarship Fund will, upon fruition, go beyond the mere paying of homage to a great man; it will provide an increasing source of professional persons whose own careers will reflect the finest standards of the Vollmer tradition.

In rising to the heights of a true profession, law enforcement preservice training will become a prominent factor. Through the establishment of these scholarships, a great American will be immortalized and his fondest dream—a truly professional police service—will be furthered. And, just as the career of August Vollmer reflects credit upon the entire field, so the entire field must join in the effort to perpetuate his ideals and achievements.

THE MAN

August Vollmer died on November 4, 1955, at his home in Berkeley, California. He was seventy-nine years of age at his death. In 1905, a 29-year-old veteran of the Spanish-American War, he was elected Town Marshal of Berkeley, four years later receiving the title of Chief of Police.

During the fifty years between his first police assignment and his death, the contributions August Vollmer made to the science of criminology, and particularly to the professionalization of police services by the application of scientific principles, have never been surpassed by any American and have been equaled by few men in the world.

From the very outset of his career in the early 1900's, he pioneered in methods that are now standard procedure in modern police forces. He began to motorize the Berkeley Police Department in 1908 and completed the process by 1917. In 1907 he established one of the first fingerprint bureaus in the world, later pressing successfully for the establishment of similar bureaus by the California and United States Department of Justice. He experimented with a radio receiver in a patrol car in the days of crystal sets, many years before police radios became a reality. He put the British *modus operandi* system in operation years before other American police forces adopted it.

Before World War I, when crime laboratories were non-existent, Chief Vollmer utilized the University of California's laboratories and faculty members in crime investigations, and employed a department criminalist. Another notable achievement was the development, under Chief Vollmer's direction, of the first practical lie detector by a Berkeley policeman who was also a student at the University.

In 1918 he introduced a general intelligence test for police candidates and employed a psychiatrist to screen out the emotionally unsuited. He eliminated residence requirements and encouraged promising young men to serve in the Berkeley Department while carrying on studies simultaneously at the University. Among those who entered police work in this way are General Dean, Governor Gordon, and Dean Wilson.

Chief Vollmer instituted in-service police training in 1907, drawing on University faculty members for instruction in his department's police school. In 1916, in collaboration with Alexander M. Kidd, Boalt Professor of Law, he secured the inauguration by the University of summer session courses on police procedures. These courses led successively to an approved curriculum of criminology as a group major in 1933, establishment of the Bureau of Criminology in the Department of Political Science in 1939, and the creation of a School of Criminology in 1950. The establishment of police and criminology courses in nearly a dozen West Coast universities and colleges, and about an equal number in other sections of the country, is due in large part to Chief Vollmer's influence. He took leave from the Berkeley Police Department in 1929 to serve for a year as Professor of Police Administration at the University of Chicago, and served in the same capacity at the University of California from 1931 to 1938.

Chief Vollmer was the author of numerous articles in professional and scientific journals, and of four books: *Police and Modern Society; The Criminal; Crime, Crooks and Cops*, and (with A. E. Parker) *Crime and State Police*. He stimulated others to write dozens of books in the broad field of criminology and in specific sectors of the field. From 1918 until his death he served on the editorial board of the *Journal of Criminal Law, Criminology, and Police Science*.

He was elected President of the International Association of Chiefs of Police in 1921. Officials from every part of the world sought his advice and counsel. As a police consultant, Chief Vollmer made surveys of police departments in many cities in the United States and abroad. In 1923-24, in the process of reorganizing the Los Angeles Police Department, he served as its Chief of Police. During his life he received many honors, including the Benjamin Ide Wheeler Award (in 1932) as Berkeley's most distinguished citizen.

It is sometimes forgotten that, throughout his life, Vollmer was one of the foremost exponents of preventive programs and considered prevention and control inseparable parts of the total function of police work. The junior police which he organized before World War I and later the School Boy Patrol were indicative of his interest in and affection for children. The first Community Coordinating Council for the Prevention of Delinquency, which Berkeley organized in 1919 under his leadership and which now has its counterparts in many cities throughout the country, was evidence of his belief that crime and delinquency are problems that can be dealt with effectively only by the utilization of all the community's resources and agencies. ★★★

An Evaluation of the Alcotest

By Dr. Harry D. Ellis and Hal E. Fielding

EDITOR'S NOTE: *Dr. Ellis received the A.B. degree from Butler University and the M.D. degree from the Indiana University School of Medicine. A former Director of the American Association of Blood Banks, he has served as Pathologist with the Utah Valley Hospital, Provo, Utah, and as an Instructor and Fellow in Pathology at the Indiana University School of Medicine. He is also a Fellow in the College of American Pathology. Since 1953, Dr. Ellis has served as Pathologist with the St. Vincent Hospital, Santa Fe, New Mexico, and in addition to his duties in that position, he has been Consultant to the Office of District Attorney, 1st Judicial District, Santa Fe, N. M., for the past five years. He is a member of a number of professional associations in his field.*

Mr. Fielding holds the B.S. degree in Bacteriology from Brigham Young University. He is a graduate of the Medical Technician School at Utah Valley Hospital, Provo, Utah, and has served as Chief Medical Technician at St. Vincent Hospital since 1954.

THE Alcotest is a simple test described by Grosskopf[1] using acid dichromate reaction tubes, for the purpose of determining the presence of alcohol in exhaled air.

The test is carried out by having the subject blow through a glass vial containing the dichromate crystalline material into a small attached plastic bag until the bag is fully inflated.

Alcohol in exhaled air will discolor the yellow dichromate material, leaving it a greenish blue. The discoloration begins at the proximal end of the vial, and continues for a variable distance through the dichromate, somewhat relative to the alcohol concentration in exhaled air.

The glass vial is calibrated circumferentially by a white mark at about its midportion. If discoloration of the crystalline material occurs to or beyond this mark, it is said to indicate a corresponding blood alcohol level of 0.15 per cent or higher.

Test kits are also manufactured with vial calibration, supposedly indicating a corresponding blood alcohol level of 0.08 per cent. The manufacturer recommends that a blood alcohol be determined in all cases shown to be "positive" by the Alcotest method.

The Alcotest kits are manufactured in Germany, and are distributed in this country by the Medical Products Division of Schueler & Company, 75 Cliff Street, New York 38, New York.

Address: Dr. Harry D. Ellis, St. Vincent's Hospital, Santa Fe, New Mexico.

In this study forty-six volunteers were tested using the Alcotest. At the same time a blood sample was drawn, and its blood alcohol concentration subsequently determined. Most of those tested were volunteer prisoners from the Santa Fe City Jail. They were selected from prisoners arrested because of intoxication within the previous twelve hours.

The blood alcohol levels were determined by the method described by Shupe & Dubowski.[2] This method has been used satisfactorily in our laboratory for the past four years.

The Alcotest results were read according to the instructions of the manufacturer. Stages 0, 1, and 2 represent discoloration of the dichromate material below the calibration mark. These stages are stated to represent corresponding blood alcohol levels of less than 0.15 per cent.

A stage 3 reading of the Alcotest is one in which the discoloration extends to the calibration mark, but not beyond. A stage 4 reading represents discoloration of the dichromate crystals beyond the calibration mark. Stage 3 and stage 4 readings are stated to indicate a blood alcohol level of 0.15 per cent or more.

The blood alcohol levels observed and the corresponding readings of the Alcotest are shown in Table I. These results show a poor correlation between the Alcotest readings and blood alcohol concentrations in the critical range from 0.06 per cent to 0.15 per cent.

In sixteen persons the Alcotest reading indicated a corresponding blood alcohol level of 0.15 per cent or more, whereas the actual blood alcohol level in these persons was below 0.15 per cent. In six of these sixteen individuals the blood alcohol level was below 0.10 per cent.

It is interesting to note in this series that all persons having a blood alcohol level of 0.065 per cent or above gave Alcotest stage readings of 3 or 4.

There were no examples of an individual having a blood alcohol level of above 0.15 per cent with a corresponding Alcotest stage reading of less than 4.

In individuals with no measurable blood alcohol content the Alcotest was negative in all except one. This person gave a slight reaction (stage 1). All those with a blood alcohol content of less than 0.06 per cent gave Alcotest stage readings of less than 3.

The observation that individuals with blood alcohol levels of 0.065 per cent or higher gave stage 3 or 4 Alcotest readings suggests that the calibration of the

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vials was low. This assumption however would not explain why some persons with identical blood alcohol levels gave different Alcotest stage readings (Table I, Cases 9, 31, 32, 33, 11, 45, 15, and 43).

It was observed in performing the Alcotest that the distance of discoloration of the dichromate material was influenced by the vigor with which the individuals exhaled through the capsule. Very vigorous exhalation gave higher readings than more modest exhalation.

In using the Alcotest a few minor objections were noticed. The test material was sealed within glass vials, and it was necessary to break off both ends of each vial before use. This was difficult to do in the manner prescribed. (There was a small metal ring for this attached to the bottom of each box of vials, with quickly bent out of shape and became unusable. The vials can be opened easily by using a small metal file.)

Infrequently a vial was encountered with loosely packed crystals. In such vials air would "channel" through the crystalline material, and variably discolor it in different portions of the vial.

It was difficult for some participants to adequately inflate the plastic bag, due in part to the resistance offered by the capsule to passage of exhaled air. Difficulty in this respect was encountered particularly in people who were edentulous or markedly intoxicated.

These objections to the test are not considered serious, and it could be performed adequately following the instructions of the manufacturer in the majority of cases.

The test vials were found to be preservable for several weeks without significant change in their readings, provided they were sealed and protected from light.

SUMMARY AND CONCLUSIONS

The Alcotest has been evaluated in comparison with blood alcohol concentrations in forty-six individuals.

The Alcotest appears to be an adequate qualitative procedure for detecting the presence of alcohol in expired air.

The Alcotest does not reliably reflect semi-quantitative blood alcohol levels.

ACKNOWLEDGEMENT

The authors wish to express their appreciation to Santa Fe Police Chief Benjamin A. Martinez, and District Attorney Walter R. Kegel for their cooperation, and to thank Schueler & Company for supplying the Alcotest kits.

TABLE I

No.	Blood Alcohol %	Alcotest Stage	No.	Blood Alcohol %	Alcotest Stage
1	.396	4	24	.065	3
2	.280	4	25	.038	2
3	.270	4	26	.038	2
4	.270	4	27	.115	4
5	.352	4	28	.156	4
6	.270	4	29	.085	4
7	.168	4	30	.045	2
8	.000	0	31	.105	3
9	.105	4	32	.105	4
10	.000	0	33	.105	3
11	.085	4	34	.120	4
12	.000	1	35	.000	0
13	.000	0	36	.022	1
14	.038	1	37	.000	0
15	.100	4	38	.030	1
16	.000	0	39	.022	1
17	.059	2	40	.065	3
18	.000	0	41	.090	4
19	.000	0	42	.050	2
20	.198	4	43	.100	3
21	.000	0	44	.125	4
22	.000	0	45	.085	3
23	.000	0	46	.125	4

JOURNAL REFERENCES

1. Grosskopf, K., Scheibe, E., and Frey, H.: *Klin. Wchnschr.*, *31*:817, 1953.

2. Shupe, L. M., and Dubowski, K. M.: *Am. J. Clin. Path.*, 22:901, 1952.

★★★

An easy way to get into trouble is to be right at the wrong time!

Making License Plates More Legible*

By A. R. Lauer

EDITOR'S NOTE: *Dr. Lauer is well known to readers of the* JOURNAL *through articles from his pen that have appeared in previous issues. He is Director of the Driving Research Laboratory at Iowa State College, where important research in various phases of the traffic problem have been under way for a number of years. The* JOURNAL *renders a real service to the field in reporting on occasion the results that flow from this research program.*

This is the first of two articles concerned with the design of automobile license plates. It would serve the interests of the police in the course of their daily investigative activities if the authorities in every state would give his recommendations serious attention.

PERIODICALLY the problem of license plate legibility comes up as being important to certain groups of state officials interested in changing or improving their license plate numbers. There are a number of psychological factors involved in the automobile license plate construction. The moving plate involves dynamic vision and therefore should be fairly easy to read. We cannot touch on all the items of interest here, but we shall discuss a few and give examples from experimental studies.

First are those which are inherent within the plate. There are other factors, such as the amount of light falling on the plate, roughness of the road, and extraneous influences which cannot be considered as belonging to the plate itself.

CHARACTERISTICS OF THE PLATE

A number of design elements that affect legibility as far as the plate itself is concerned are: (a) height of the digits; (b) number of items on the plate; (c) spacing of the numbers; (d) width of the numerals; (e) grouping of the digits; (f) shape of the digits; (g) thickness or width of stroke of the numerals; (h) ratio of width to length of the digits; (i) amount of background surrounding the number; (j) reflection factors of the legend and the background; (k) wave length or the color of the number and the background; (l) color of light with which it is illuminated; (m) ratio of the legend to the background; (n) number of conflicting items, as well as (o) amount of gloss on the surface of the plate. Some of these are closely related while others are independent of each other.

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Address: Dr. A. R. Lauer, Director, Driving Research Laboratory, Iowa State College, Ames, Iowa.

We shall confine this paper to the discussion of some of these elements in a brief manner so as to give the highlights of information which has been derived from a set of experiments done on plates from each state in the union that were gathered and studied. Certain of these will be discussed in relation to principle of manufacture and license plate efficiency.

RATIO OF WIDTH TO LENGTH OF PLATE

Instead of considering the width and length of the plate as such we shall consider the width to length ratios and the extremes found in shapes. The plates measured had a width-length ratio of approximately .45 on the average. In other words, plates were slightly less than half as broad as they were long. This varies considerably and ranged from plates which had a ratio of .305 to the broadest plate which was .601. Most of the plates were in between and were not far from .45. This is important with respect to the space on the plate and the way the legend or the number is written. Of the 114 plates measured, only one ratio ran .305 and one .601.

Instead of speaking of the height of the numeral or letter in this discussion, we shall consider the visibility distance of the extremes and the average. With respect to the width-height ratio of the numeral proper, about the same proportions held as for the width-length of the plate. Most of them were approximately 40-45 per cent as wide as they were tall, thus having a width-height ratio of .40-.45. Modal values obtained in the 114 plates measured was .30-.31. The highest values obtained was .605. Thus common practice is to use numerals slightly less than half as wide as they are tall. The slender numeral tends to be used most since more digits can be put in a row on the plate.

NUMBER OF ITEMS ON THE PLATE

Some plates had an inordinate number of items such as date, state, etc. The median was four items, although they ranged from three to five. Besides the group of digits in the number there are also such things as the state, license plate number, certain insignia for some states, etc. The plates most efficient had fewer digits in the groups as well as fewer items on the plate in general. The 12 most efficient plates showed a median number of three items on the plate. Of the 12 most efficient plates *six* had letters combined with numbers

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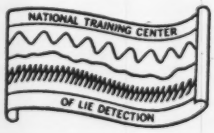

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and most of them were either one and four, or two and three to the group. Numbers like 32-3773 or groups of two and four were superior to those with more numbers however grouped.

Of the 12 least efficient plates, *seven* had a combination of numbers and letters. However, the efficiency seemed to depend not so much on whether they were a combination of letters and numbers, but how many items were on the plate. Crowding reduced the efficiency. The 12 least efficient plates have numbers running up to five in a group with one letter making six characters in all. The more digits in the group seemed to reduce legibility considerably. Efficiency was figured on the basis of the width-height ratio and legibility distance in daylight.

A Snellen letter is constructed as broad as it is high, or a block letter. Narrowed down it tends to be seen at a shorter distance. There were a few plates that were actually seen further than expected, whereas most were not. An index was determined by dividing expected visibility distance by the actual distance. Efficiency was found to run from a high of 120, or 20 per cent above what would be expected, down to as low as 65 per cent which was about two-thirds of that expected. In other words, some numbers were almost twice as efficient as others.

HEIGHT AND WIDTH OF NUMERALS

Height of the letters varied from 4 inches for the tallest ones found down to 3 inches and in one case letters were only 2¾ inches high.

The widest letter found was 2⅝ inches. The narrowest one found was 1⅝ inches. The modal value was somewhat less than 2 inches. Only one plate was found that was 2⅝ inches.

A block letter 1 inch high is legible at 56-57 feet. By calculating the expected legibility distance by equating the digit with a block letter a fairly reliable index of efficiency can be obtained. This is done by adding the width to the height and dividing by 2.

Thus the tallest digit 4 inches tall of average width 2 inches would be equivalent to a block digit or letter 3 inches on a side. It should be legible at 3 x 56 or 168 feet distance. This will depend somewhat upon the stroke width and certain other factors.

GROUPING OF THE DIGITS

Many different combinations of groupings were found. We shall discuss them in the order of their efficiency. For numbers we shall indicate *n* and for letters *l*. The most efficient groupings found were: 2n-3n, 1l-4n, 1n-3n, 1l-2n-2n, 1l-2n-3n, 4n-3n, 1l-2n-3n, 3n-3n. The most efficient plates were conspicuously devoid of similar items, i.e., vertically inserted legend of smaller characters. Any items which were put on such as state and date were either at the top or the bottom of the most efficient plates.

Conversely the 12 plates which were found the least efficient may be described as follows: 1l-5n, 3n-3n-1l, 2n-3n-1l, 3n-3n, 2l-5n, 1l-2n-2n, 1n-4n, 1l-3n, 1l-2n-3n. There are some of the same groupings in the inefficient group as are in the efficient group as might be expected. The least efficient plates had various markings and state insignia running vertically on the plate. The latter tended to clutter up the number and make it difficult to read. The plates that are described as most efficient in general were read at the greatest distance. Those that are described as least efficient were read at the shorter distances. There is some overlapping in efficiency rating.

In summary, those plates most efficient had digit groups of two and three. Very few had more than one letter which seemed to work very well with numbers when arranged in groups of two and three. Groups of more than three numbers were not as efficient as those with fewer numbers. There was about an equal number of plates having letters in the most efficient group as there were in the least efficient group. Letters as such do not reduce legibility. Use of letters like *B* used with other digits are a source of confusion. A group such as 1B2 may be read as 182.

SHAPE OF THE DIGITS

The shape of the digits has considerable to do with the efficiency of the plate. We shall try to describe some

of the characteristics of digit shape in the most efficient numerals as contrasted with the least efficient ones.

One (1) was seen correctly most often with a slight backward bend in the middle and a larger top. Just a straight line was also good.

Two (2) seemed to be most efficient with a short base and rather open top.

Three (3) was found to be read easiest when curls were short, rather an open type of 3.

Four (4) when formed like the commonly used script 4 was best. The open top seemed to give it an advantage.

Five (5) which may be described as a two (2) upside down was most efficient.

Six (6) having a rather straight top was most legible. Curling the top would tend to make it look like an eight (8).

Seven (7) had a straight top with a straight line at the side. If curved the stem should bend forward.

Eight (8) was not a good number generally, but when used should have rather large open segments. Those made like a script numeral were good, using a slight extension at the upper right.

Nine (9) made like a six upside down seemed best.

These characteristics of the shape of letters seemed to make them most efficient. Any crowding of units, extra curls and additions seemed to be detrimental to efficiency. Strokes of letters should be somewhat narrow.

THICKNESS OR STROKE OF THE DIGIT

One of the important elements about digits on the license plate is width of the stroke. It makes a difference whether it is a white figure on black or a black figure on white. Because white tends to spread out or seem larger if placed on black, and vice versa, the stroke of black digits or letters tend to seem thinner when spread on a white background. Thus the stroke of a black legend on a white background can be heavier than the stroke of a white legend on a black background. The thickness of the stroke on plates measured was found to average close to half an inch. One of the thinnest strokes found was .38 of an inch, whereas the thickest stroke found was .61 of an inch. In general, the letters with the thinner strokes were more efficient than those with broader strokes. The latter tended to run together, particularly the 8's and 6's which were often confused. Reflection factor of legend and background seemed to make a difference and this observation would be particularly applicable to reflectorized signs where the difference is magnified at night.

AMOUNT OF BACKGROUND SURROUNDING THE NUMBER

Quite a wide difference was found between the per cent of legend coverage of the total plate. Some plates had as low as 18.8 per cent of the surface covered by legend, whereas others were found that ran as high as 47 per cent covered by numerals and characters. Those

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with a high percentage of the plate covered by legend were found less efficient in general. The only exceptions were one plate having 17 per cent covered by legend which was found to be 86 per cent efficient, and one with 43.6 per cent legend being 89 per cent efficient. In general, those with a high efficiency rating showed a fairly low per cent of legend coverage on the plate.

REFLECTION FACTORS OF THE LEGEND AND BACKGROUND

Detailed analysis was made of the reflection factors of the legend and the background. It may be stated that reflection may result from either contrast in amount of light reflected, or of the contrast in wave length. The two are somewhat confounded. We shall only say that the most plates had both contrast of wave length and reflection factor. For example, green and red were satisfactory as long as the contrast in reflection factor was high.

White numbers on black seem to be the most legible. White or yellow numbers on dark blue are also good. The differences in reflection factor for legend and background varied from 8 per cent to 68 per cent. A black number on a white background would give a large difference in reflection factor. A black number on a dark green background has a small difference in reflection factor. The most undesirable colors on plates were those in which there was a low reflection factor difference between legend and background. The only exception was white on a light blue which was quite effective in high illumination. This cannot be explained. Dark red or dark green on black was particularly inefficient in low illumination. The mean values in reflection factor for all plates ran about 50 per cent difference between legend and background. We may generalize by saying that any plate in which these factors differ by as much as 50 per cent between legend and background, or vice versa, is usually efficient. If less than this difference exists there is some question to desirability of the combination of colors.

A point should be made concerning the gloss of plates. Dull plates were found to be more efficient than glossy plates. If there is a choice between the gloss and nongloss it is best to use the nongloss surfaces. There is no confusing glare effect from a nongloss finish.

It may be well to state that color of the numeral and background is not so important as the amount of contrast between the reflection factor of the legend and background. Size and distinctness of the characters of the legend are of fundamental importance.*

COLOR OF LIGHT WITH WHICH THE LETTERS ARE ILLUMINATED

Not enough data were obtained on this factor to make a statement but it seems that the white illuminating light would give highest visibility. Any coloring of the light would tend to render plates of the same color inefficient by a masking influence.

THE RATIO OF THE LEGEND TO THE BACKGROUND

This has been discussed under the heading of amount of background surrounding the number. We shall only emphasize that plates having the least amount of space covered by numbers are more efficient than those which have greater amounts of surface covered by legend.

A NUMBER OF RIVAL ITEMS

The fewer items on the plate the better. All of the most efficient plates have a minimum of items. Auxiliary items are usually placed either at the bottom or at the top of the plate. Particularly bad are state designations which sometimes run vertically and may be confused with numbers. Thus the fewer items on the plate the better. Items at the top are particularly bad since details of character discrimination in this location are most useful in reading.

The observations cited here were made from a study of 114 plates done under the auspices of the National Research Council. When all of the factors were correlated, efficiency of the plate and visibility distance gave an r of .55. The beta values from a multiple correlation of the various factors in order of importance were: (1) the width-height ratio of the characters, the broader the numeral the better the legibility; (2) the legend-background ratio, the lower the percentage of space covered by legend on the plate the higher the efficiency; (3) the stroke of the numerals gave a minus correlation with legibility indicating the broader stroke gave poorer legibility; (4) spacing of legend which gave a positive correlation indicating the greater the spacing the higher the efficiency of the plate; (5) wave length difference between legend and background seemed to be important if the reflection factor also differed. Analogous colors seemed to have some advantage in this respect, such as combinations of blue and red. There was no advantage shown by having contrasting colors for number and background unless the reflection factor differences were greater for those plates using contrasting colors.

DESIGN FOR SUBURBAN LIVING

Safety, with a smile, is being impressed on young minds in three entertaining exhibits of a new Ford Motor Company traveling show, "Design for Suburban Living."

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* When reflectorized numbers are used, the stroke should be narrowed down.

devoted to suburban living. The others are "Design for Country Living" and "Design for Station Wagon Living." From April to mid-October, the exhibits will appear at approximately 40 metropolitan shopping centers in 26 states.

With the "Children's House" portion of the suburban living units, Ford is undertaking one of the most extensive efforts ever made to stress safety to such a young audience. At the same time, the displays have been planned so that they lose none of their charm and good humor for adults.

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The ventriloquist act is performed by two life-size, mechanized dummies, depicting a police officer and small boy. The officer, Sergeant Stanley, explains to the boys how children can be helpful to the driver when they are taking for a ride in the family auto. No standing on the seat, no tinkering with the rear view mirror and no raucous noise make youngsters ideal passengers, Sergeant Stanley tells his friend.

The movements of both dummies are controlled by an operator concealed behind a window in the set which is a simulated police station. The operator speaks in his natural voice at all times, but controls on the microphone modulate his voice to fit the appropriate character. Though using a script, the operator is free to ad lib with the audience.

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Lloyd W. McCorkle, Albert Elias, and F. Lowell Bixby: THE HIGHFIELDS STORY. An Experimental Treatment Project for Youthful Offenders. New York, Henry Holt and Company, 1959.

Lord Pakenham: CAUSES OF CRIME. Weidenfeld and Nicholson, 7 Cork Street, London W.1, 1958, 21s (at $2.95).

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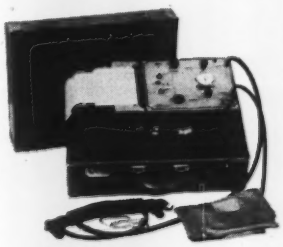

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A SYSTEM FOR LICENSE PLATE ROTATION

A plan was developed whereby the use of 9 combinations of color each year a rotation scheme could be used for license plates in the United States. With such a system every state would have a different color of plate each year. This plan would probably not have universal support at first but would avoid confusion of license plates of adjoining states.

The basic purpose of license plates is to identify automobiles. Not only must the number be clear and easily read but should be recognized as belonging to a certain state. With one or two exceptions there has been no general agreement among states as to what colors they use each year. Some correspondence is usually carried on between administrators in order to reach a decision according to some reports.

New York and California have arbitrarily decided to alternate background and legend every other year, using the same two colors. California uses an orange background with black letters one year and the next year changes to black background with orange letters. New York uses a reverse system or combination of colors. So far as we know no general agreement between states has been reached with respect to the use of colors and background. While studying the general problem of license plate legibility this unscientific method of selecting color combinations of automobile license plates was forcibly brought to our attention.

While it is true that a few of the states, as states, have adopted a scheme of alternating colors, the majority use what might be termed a "grab bag" method of selection. They adopt what they consider in their opinion a good color combination without regard to its efficiency and many times without reference to plates selected by neighboring states. Even though a desirable compromise could be made the method of selection makes it practically impossible to do so. Some states use several colors for different types of vehicles such as busses, trucks, and others.

EDITOR'S NOTE: Watch for the second article on this important subject in the May-June issue of POLICE. ★★★

Interesting and Unusual Cases

By Lt. Walter R. Scott
San Diego Police Department

HANDWRITING STUDY—WHAT ARE YOUR FINDINGS?

Two signatures are repeated in the photo. Both are to the same scale. Both "Edward Madruga" signatures were written by one person and both "Manuel Pacheco" signatures by one person. Study the signatures, read the questions and answer if you can.

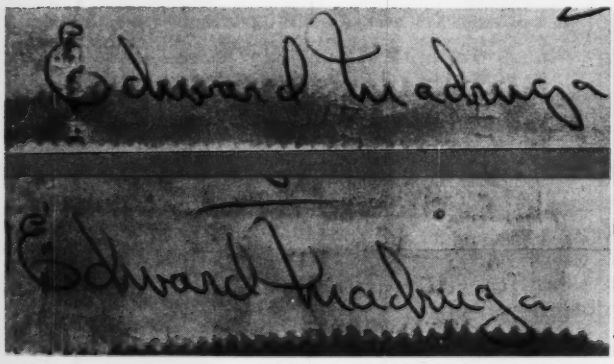
I. How many "significant" handwriting characteristics do you find:
   A. In the Madruga signature? Circle: 1, 2, 3, 4, 5, 6, more.
   B. In the Pacheco signature? Circle: 1, 2, 3, 4, 5, 6, more.
   C. Are the characteristics similar ( ), opposed ( )?
   D. Significant characteristics cannot be determined without having the original writing. Yes ( ) No ( )

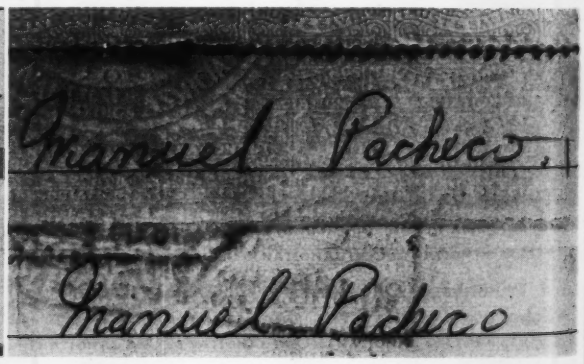
II. Is the writer of the:
   A. Madruga signature normally right ( ) left ( ) handed?
   B. Pacheco signature normally right ( ) left ( ) handed?
   C. Unable to determine ( ).

III. What about the slant?
   A. Is the Madruga signature a normal backhand? Yes ( ) No ( ).
   B. Is the Madruga signature an effected backhand? Yes ( ) No ( ).
   C. Is the Pacheco signature a normal right slant? Yes ( ) No ( ).
   D. Is the Pacheco signature an effected right slant? Yes ( ) No ( ).
   E. Unable to determine any of the above. ( )

IV. Is disguise recognizable in:
   A. The Magruga signature? Yes ( ) No ( ).
   B. The Pacheco signature? Yes ( ) No ( ).
   C. Unable to determine ( ).

V. Do the four signatures afford sufficient handwriting to determine whether:
   A. One person was the writer of all signatures? Yes ( ) No ( ).
   B. Unable to determine with the writing available. Yes ( ) No ( ).





A Proposed Uniform Law Enforcement Examination Act*

By Chief Bernard C. Brannon

EDITOR'S NOTE: *Missouri and California are in the news with plans to strengthen personnel qualifications for police service. (See* CALIFORNIA STUDIES MANDATORY MINIMUM POLICE PERSONNEL STANDARDS, *September-October 1957 issue of* POLICE.*) Chief Brannon of the Kansas City Police Department, in a major address before the Annual Conference of the International Association of Chiefs of Police in Honolulu on October 1, 1957, presented plans for a* UNIFORM LAW ENFORCEMENT EXAMINATION ACT *in Missouri. The text of the proposed Act is reproduced in this issue of the* JOURNAL *as a public service. The suggested legislation will be presented by Chief Brannon to the Missouri Legislature at its next session. It is hoped that law enforcement authorities will find the proposed Act of value in formulating similar legislation for their states.*

Chief Brannon stated in part, "In the development of state board examinations, it was the professional associations themselves that sought state intervention in their affairs. They persuaded the states that in order to protect the public against incompetent and unscrupulous practitioners, the state should attest the qualifications of the individual by examination." Calling attention to the need for parallel developments at the training level, he said, "Most state boards examining in professional fields discovered that an examination alone was not enough. A requisite to taking the examination in the form of graduation from accredited and recognized colleges and universities was needed. Should we not heed this path to professionalization that others have traveled?"

BE it enacted by the General Assembly of the State of Missouri, as follows:

Section 1. Purpose—Creation of Board of Law Enforcement Examiners

For the purpose of assisting the police law enforcement profession in the development of learning and skills pertinent to the enforcement of the criminal laws of this state and the prevention of the violation of such laws, all in the furtherance of greater public safety and welfare, there is hereby created and established a board of law enforcement examiners who shall be appointed, serve such terms, perform such duties, and possess such powers as in the following sections provided.

Section 2. How Appointed—Term of Office

The board of law enforcement examiners shall consist of five persons appointed by the governor of the state of Missouri. Upon the taking effect of this act the governor shall appoint one examiner for a term of one year, one examiner for a term of two years, one examiner for a term of three years, one examiner for a term of four years, and one examiner for a term of five years. Upon the expiration of these original terms each examiner or his successor shall be appointed by the governor for full five year terms, so that thereafter only one of the five year terms shall expire each year. In the event of the death, resignation, or removal from office of any examiner, the successor appointed by the governor shall serve out the unexpired period of the term so vacated.

Section 3. Qualifications for Examiners

No person shall be deemed qualified to serve as a law enforcement examiner unless at the time of his appointment he be of good character and reputation and possess an outstanding knowledge of the learning and skills necessary for an efficient performance of duties falling within the field of police law enforcement, and the governor shall be the sole judge of the qualifications of each examiner so appointed by him.

Section 4. Removal From Office

The members of the board of law enforcement examiners shall be subject to removal from office by the governor for good cause, provided however, that upon request made to the governor by such examiner, he shall be apprised of the full grounds upon which his removal is based and shall be granted a hearing before the governor at which time he may make answer to such charges advanced against him. Removal by the governor of an examiner shall be final and not subject to review by any court.

Section 5. Examiners—Commission—Commission—Oath—Officers

1. Each examiner before taking office shall receive from the governor a written commission stating the fact of his appointment and setting forth with exactness the term for which he is appointed to serve. Before entering upon the discharge of his duties each examiner shall subscribe to an oath or affirmation as prescribed by the Constitution whereby he shall bind himself to an honest, faithful and efficient discharge of the duties imposed upon him by these sections. Such oath or affirmation shall be administered by the chief justice of the Supreme Court of Missouri, or in his absence by an associate justice of said court.

2. Within thirty days after their appointment and qualification, the board of law enforcement examiners shall meet and elect one of their members as chairman, one member as vice-chairman, and one member as secretary-treasurer. The governor may indicate his choice as to which member shall serve as chairman. The chairman shall preside at all

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meetings of the board, and in his absence the vice-chairman shall preside. The secretary-treasurer shall be custodian of all funds that come into the hands of the board and he shall give bond with good and sufficient surety, not to exceed the sum of ten thousand dollars, conditioned upon a proper and just accounting of all monies in his possession and upon the faithful discharge of his duties in connection therewith.

3. The board may employ such assistants as it shall deem necessary for the discharge of the duties imposed upon it by this act.

Section 6. Duties of Board

1. It shall be the duty of the board of law enforcement examiners at least once each year to examine all duly qualified and approved applicants desiring to take examinations covering learning and skill within the police law enforcement field. The examinations shall include the general subject matter of police law enforcement, but nothing herein shall be construed to prevent other examinations by the board on specific phases of police law enforcement.

2. The examinations shall be held at such time and place and be in such form as the board shall determine from time to time. Applicants may be examined upon such subjects as patrol; criminal investigation; traffic regulation and control; vice investigation; juvenile handling; crime prevention; police weapons; identification; records; communications; laboratory procedures and technical aspects; detention; personnel administration; planning; budgetary control; arrests; search and seizure; rules of evidence, and such other and further matters as the board shall deem proper.

3. The board shall possess the power to investigate the qualifications of all applicants and for good cause shown to accept or refuse such applications, and its decision in this respect shall be final and not subject to review by any court.

4. The board shall encourage the installation and development of appropriate courses of police law enforcement study to the end of preparing applicants for the taking of said state examinations, and it shall lend such assistance as it deems proper and necessary to all educational institutions and law enforcement agencies desiring to establish and conduct such courses of study.

5. The board shall possess the power and is hereby encouraged to cooperate with appropriate agencies in other states in the establishment of uniform law enforcement examinations designed to advance the police law enforcement profession throughout the United States.

Section 7. Board to Formulate Rules and Regulations

The board of law enforcement examiners shall have the power to formulate and put into practice such rules and regulations, not inconsistent with this law, as it shall deem necessary and proper for the discharge of their duties. All decisions of the board shall be by a majority vote and a quorum necessary to transact business shall consist of three or more members.

Section 8. Applicants—Qualifications—Procedure

1. Applicants for the taking of the examinations prepared and administered by the board of law enforcement examiners must be of good moral character, at least 21 years of age, citizens of the United States and residents of the state of Missouri, and must offer satisfactory proof to the board that they are, or are about to become, members of a public law enforcement agency within the state of Missouri which is possessed of the duty and power to enforce the general criminal laws of this state.

2. Applicants shall file with the office of the governor of the State of Missouri, or such other place as the board shall direct, written applications, in the form prescribed by the board, stating their desire to submit to such examinations. The applications shall be filed at least ninety days before the day of the examinations and shall be accompanied by an examination fee in such amount as the board shall determine, but not to exceed the sum of fifty dollars, which fee shall not be subject to withdrawal by the applicant in the event he should decide not to take the examination or be denied the right to take same.

3. No applicant shall be examined until his application has been considered and approved by the board of law enforcement examiners. It shall be the duty of the board to investigate the moral character of the applicant prior to the date of the examination, and it may call upon all public law enforcement agencies within this state for information and assistance which may aid in so determining the fitness of the applicant. Upon completion of all investigations deemed necessary by the board, the applicant shall be notified in writing of his right to take such examination or examina-

tions, or of the refusal by the board to permit him so to do. The decision of the board shall be final and not subject to review by any court.

4. If an applicant shall fail to pass the examination, he shall be permitted to take a second examination within one year and without additional costs. If an applicant shall fail a second time to pass the examination, he shall be permitted to take examination again only upon the presentation of adequate proof of intervening study and preparation for a subsequent taking of the examination.

Section 9. Successful Applicants to Receive Certificate

After each examination the board of law enforcement examiners shall certify to the governor the names of those who have passed said examination to the satisfaction of the board, and if otherwise qualified the applicants so certified shall be presented a certificate in writing stating and acknowledging that the applicant has successfully applied for the taking of, has been accepted by the board, and has passed the particular examination involved. The certificate shall be in such form as the board shall determine and shall be subscribed to by the members of the board, and shall have affixed thereon the Seal of the State of Missouri. In its discretion the board may also issue such insignia as they deem appropriate to be worn by the successful applicant indicating he has successfully passed the state examination.

Section 10. Examiners to Serve Without Compensation—Assistance

The members of the board of law enforcement examiners shall serve without compensation, provided, however, that from the fund derived from all examination fees, as provided for in section 8 hereof, the members may be reimbursed for their actual expenses incurred in preparing and administering any examination and for the employment of any assistance they deem necessary in order to discharge the duties imposed upon them. The secretary-treasurer shall make all disbursements as ordered by the board. On or before the 15th day of January of each year the board shall submit to the governor in writing and under oath, a complete accounting of all funds collected and disbursed by it.

Section 11. Examinations Not Compulsory

Nothing in this law shall be construed to make the taking of the examinations herein provided for mandatory or in any sense compulsory. All applicants desiring to submit to such examinations shall do so voluntarily and of their own accord. All law enforcement officers who at the time of the passage of this act have served for three years or longer next before the passage of this act in a public law enforcement agency which possesses the power and duty to enforce the general criminal laws of this state shall be entitled, upon application duly made, and subject to the provisions of this law, and at the discretion of the board, to receive the certification herein provided for, without submitting to examination. ★★★

THE PENCIL IS MIGHTIER THAN THE PISTOL

Nearly everyone has heard the old adage about plow shares and swords. Few have given thought to a modern criminal corollary, guns and pencils.

Followers of Dick Tracy and Dragnet may never be shown a pencil sketch more lifelike than the one supplied to the San Diego Police Department by an artist who involuntarily memorized facial features while facing the muzzle of a gun.

The artist answered a knock at his door late one evening and was faced by an armed caller intent on robbery. The artist and family were held prisoners in their home while the caller took possession of family funds, car keys, and upon leaving, the car.

As the "stick-up artist" slept the following morning, his gun artistry was being surpassed by the pencil artistry of the victim who rendered the above sketch from memory. The sketch made the afternoon edition and developments were rapid. The suspect was recognized, picked up, booked, identified, charged and convicted.

The work of the pencil artist was superior and much more spectacular and effective of the two. *(Courtesy, Lt. Walter R. Scott.)*

The Permissive Approach in Teaching

By Mack Stoker

EDITOR'S NOTE: *The author is Regional Supervisor in the Bureau of Industrial Education, California State Department of Education, stationed in the Bureau's Los Angeles office, covering the ten southern counties in California. He has been engaged in vocational education for 30 years and has been with the Bureau since 1936, except for two years' leave of absence spent with the U.S. Office of Education on War Production Training—1940-1942. In his first years with the Bureau of Industrial Education he was assigned to the University of California at Berkeley in teacher education and in consulting with industry and public service agencies on training.*

He participated in the series of conferences in which the California Plan for Law Enforcement Training was developed, and out of which grew the present nationally recognized program of Law Enforcement Training which California carries on. He has done supervisory and management training in a wide variety of California industries, public service agencies, and labor groups.

Mr. Stoker presents in the following article suggestions for effective teaching which will prove of unusual interest to instructors in departmental training programs and to instructors in the preservice training field. The article is based upon a talk presented recently before the staff of the Los Angeles Police Academy.

MARIE ANTOINETTE has come down through the years as a stupid little-girl queen because of the famous remark she is reported to have made shortly before the French revolution. You will remember when one of the court officials reported to her that "the people riot because they have no bread." And she reportedly replied, "Let them eat cake."

Address: Mr. Mack Stoker, Regional Supervisor, Bureau of Industrial Education, 721 Capital Avenue, Sacramento 14, California.

So, for all I know, Marie may have been a simple girl. But, as so often happens, her simple statement may have carried a touch of the profound. Let's paraphrase it a bit and transfer it to your work.

The lieutenant reports to the captain, "The rookies have no skills." And the captain replies with the simple-profound statement, "Let 'em learn."

In order to justify this comparison, you have only to consider that *learning* bears about the same relation to *skill* that cake bears to bread. The practicing of skills is a bread and butter business; learning can be a fine, rich dessert. Instructors are merchants of learning; their job is to teach—that is, to promote learning.

Let's start by considering the relationship between teaching and learning. Teaching suggests doing something to somebody, doesn't it? In fact *teach* in one sense is a transitive verb, a verb that has an object: I teach the rookie; I swat the fly. In this sense teaching is the imparting of information, and you do some of that. But teaching is also an intransitive verb, according to Mr. Webster who is famous for knowing about these things. An intransitive verb has no object. It signifies action, but not action done *to* somebody. For our purpose it may be considered an action taken *for* somebody.

That gets me back to the title of my remarks, "The permissive approach to teaching."

The permissive approach to teaching aims at the development of techniques that will let your students learn—let them eat cake. Actually, it involves more than merely letting; it involves some careful *helping*. You can't sit in class with your feet on the desk and expect all your students to bust their britches learning. For one thing, you know that there are some guys who just plain refuse to learn. They devote what little energy they have to throwing up roadblocks.

And this is as good a place as I shall probably have to tell the story of Art Horrocks and his first trip around the circuit of Goodyear Rubber plants when he was a young training director. All the boys were trying to be nice to him, but they just couldn't swallow the message of sweetness and light that he was preaching. An old foreman expressed the feelings of several men in a training group when he said, "I know this stuff is a good idea in theory, but there are times when it just won't work. What are you going to do when you have a guy in your gang who is a plain "no-good do-nothing" character? Horrock's reply was, "Well, let me ask you a question. Did you import him, or did you make him here?"

Horrible thought, isn't it?

I'll take part of the sting out of it later. Right now let's make another try at sticking to the subject of The Permissive Approach to Teaching. What does it mean?

To make a long story short—but I'll find some way to stretch it out again—it means:

Place your students in a situation that stimulates learning.

Let's try that again for size. Place your students in a *situation* that *stimulates learning*.

It ain't easy.

It is not impossible, though, the

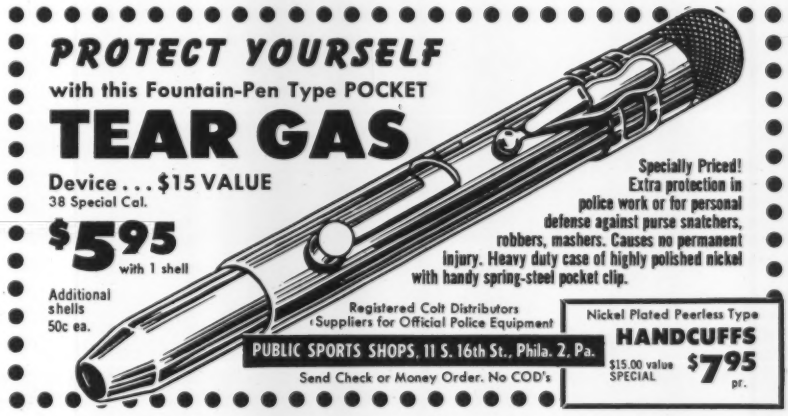
psychologists keep telling us. They give us this encouragement: according to the Encyclopedia of Educational Research, "Learning is the developmental process most subject to environmental conditions and direct human control."

The permissive approach to learning implies that you (1) create an environmental condition in your class that is conducive to learning, and (2) you as the instructor exercise those controls that will best assist your students in the learning process.

How do you do that?

Here is one example. You might call it the skunk oil approach. It comes from a story told by Charles T. Estes, formerly of the U. S. Conciliation Service. He appeared at a small mining camp in one of the mountain states to conciliate a contract dispute. His first meeting was with the management negotiating team. Just as the meeting got under way a gong rang. He supposed it announced a fire and expected everybody to rush madly to his assigned post of duty. Nobody moved. The boys went right on talking. The meeting room was next to the reception room and the door was open. He saw the PBX operator take a small bottle, unscrew the eye-dropper cap and squeeze a few drops of something into a pipe that extended up from the floor. Then she clamped a lid over the pipe and went on working her switchboard.

Major Estes was so curious he interrupted the meeting to seek enlightenment. The plant manager explained: "That's our alarm system now. That's the way we get the men out of the mine when fire threatens. We used to have the girl call all stations and give the fire warning. She got excited. The people to whom she talked picked up her excitement. Everybody stampeded to the elevator shafts and somebody got hurt in the rush. Now she puts a few drops of skunk oil in that pipe that connects with the main airshaft. The boys down below smell something they don't like; they put down their tools and get out. We've never had an accident since we took this approach."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So you might say that permissive teaching involves the injection of skunk oil into the student's learning environment. Sometimes, of course, you have trouble deciding what to use for skunk oil.

The psychologists give us a little more help here. They tell us that learning usually starts from a problem situation. In the right problem situation the learning should follow this reaction pattern:

1. On encountering an obstacle . . .
2. He shows excessive and varied activity . . .
3. Until one of the ways of acting gets the desired result.
4. Next time he gets the answer sooner.

Let's try it. Our problem situation is this:

1. You face the obstacle of providing in your class an environmental condition conducive to learning. And what do you do?
2. You are supposed to show excessive and varied activity. You make a list of some of the more promising situations that might stimulate your students to learn.
3. You select one of these ways of acting—or thinking—that will get the desired result in your class.

Of course you are aware of the fact that there are many complications that may louse up this beautiful formula.

Most of these complications can be grouped under one heading: individual differences. Some people will stand bigger obstacles than others. To some people an insurmountable obstacle is a challenge; to others it is paralyzing frustration. Some people have to see a little hole in the fence; if they can see a hole they will dig at it endlessly until they get it big enough to crawl through, but they must see the hole before they start work on it. Other people get their biggest kick out of looking for the hole, for a point at which to attack the problem.

You can see, can't you, that in setting up a problem situation to promote learning you must give careful consideration to *how much* of *what kind* of obstacles to build into it?

I know we have to do that in public education. Maybe you don't in police work. Maybe you can just say to the recruit, "That's the way the ball bounces, Mac; if you don't want to play that way turn in your badge." But in our business we have to recognize the fact that not all balls bounce the same way off a given wall; we have to vary the wall a bit in order to get some of the odd-balls to bounce somewhat normally.

This means that you must really know your students, doesn't it? You must know them much better for permissive teaching than for "telling 'em." You should know their

backgrounds of education and experience, how they work and how they think—what makes them tick. One delightful little book that may help in this is Dr. Camella Anderson's *Saints, Sinners and Psychiatrists.*

O.K., we have taken the first step in permissive teaching: we have set up a problem situation that we hope will make the boys mentally uncomfortable enough to start them thinking and learning. If all your students were "A" students and if the problem situation were provocative enough, they might achieve the desired learning without additional help from you as the instructor. But you know that seldom happens.

Can we agree that the instructor's next obligation is to provide necessary *motivation?*

And to be sure that we are all thinking about the same function as motivation, we may get this assist from the Encyclopedia of Educational Research again: Motivation may be considered as "a stimulating condition which *initiates* and *directs* action. . . ." It also sharpens the learner's sense of selectivity.

This is not easy.

And even if it works, it takes time. The instructor must be patient and understanding while his students work their way through to a solution of the problem.

This is not always easy, either.

It is made more difficult by the fact that your individual students approach a solution of the problem in different ways:

Trial and error—not chance, based on past experience
Insight
Imitation of others

It is difficult, if not impossible, to change a man's approach. You must, if needs help, work with him on his pattern of approach.

Now, one more factor in this process and then we can look at an important encompassing factor that affects learning.

What can the instructor do about the lasting effect of the student's learning? We could discuss at great length possible psychological techniques and tricks for improving retention on the part of students, and for perpetuating new habits of thought and action. Suppose we rest our case in dependence on the Empirical Law of Effect: "Other things being equal, acts leading to consequences which satisfy a motivating condition are selected and strengthened, while those leading to consequences which do not satisfy a motivating condition are eliminated."

This suggests several guide lines in teaching, does it not? It warns the instructor to plan motivating situations that will aid retention as well as do the other three things we talked about.

It also opens up the whole matter of reward and punishment. What can the instructor provide in the teaching situation that will encourage students to "select and strengthen" most desirable thought and action patterns? How can he make learning pleasant and not-learning unpleasant? In this connection, Dr. J. B. McDaniel of Stanford University School of Education is fond of saying, "There is nothing like a pat on the back, high up for good deeds, lower down for bad ones."

To summarize briefly this part of the sermon: The permissive approach to teaching demands that the instructor:

Create a provocative problem situation
Provide selective motivation that
  Initiates activity—or thinking
  Directs that activity
  Sharpens the selective function
Stand by with encouragement while his students work through to a solution
Try to insure lasting effect by making right solutions more satisfying

A little while ago I mentioned an encompassing, or over-all factor that affects learning. I referred to the matter of *class climate.* There is considerable experimental evidence to indicate that class climate may contribute more to learning than the teaching methods used by the instructor. If that is true, then we should work on it.

We can start with the knowledge that class climate depends on:

1. The degree of mutual acceptance—teacher acceptance emotionally of the student, and the student's feeling of security and happiness.
2. The character of interaction between students—students want to be accepted by their peers as well as by the instructor.

You have all seen evidences of learning's being derailed because of personal irritation between instructor and student. One student "on the peck" can deteriorate the learning situation for a whole class. So can a petty feud between two students.

The question is, how can the instructor avoid these difficulties and establish the best possible class climate?

Here is one hint. It is based on one of the most profound bits of human psychology I know. It comes not from a personnel or psychology study, but from a story in *Reader's Digest* of a few years ago.

An old Indian woman came down out of the Andes periodically to sell in a town market the baskets and other things she made. She developed the habit of concluding each of these trips with a visit to an English speaking family. The mother of the family always received the Indian woman graciously. The children of the family gathered and they all had tea and cookies. Everybody had a good time in spite of the fact that the Indian did not speak English and the family did not speak the Indian dialect. The old Indian woman ended each of these visits with the same statement, which the children of the family memorized. One day a visitor translated. The statement closed with these revealing words: "I will come back, because when I am here I like me."

"I will come back because when I am here I like me." You want your students to like *you,* of course; you can help them to learn more readily if they do. But maybe the most ef-

fective thing the instructor can do is to encourage a class climate in which each individual student will feel that "when I am here I like *me.*"

I can't improve that story by talking about it, so I'll leave it with you and hope that you get as much support from it as I have had.

One way of approaching the kind of class climate for which every good instructor strives is through group planning and group thinking. Productively thinking together is probably one of the best methods of building a good learning climate.

Successful group thinking demands the direction of a skillful conference leader, but that is a separate subject too involved to take up here. Good group thinking also demands certain skills, and attitudes, on the part of group members. The November issue of the American Management Association's magazine, *Supervisory Management,* carries an enlightening article on this subject. Under the title, *Be a Member of the Meeting,* author Hugh A Gyllenhall points out five "critical situations" in which an alert group member can be of real service to the leader and to other group members. Essentially the group member works toward solutions to group problems from a discussion-directing point of view, always making sure that he is working *with* the chairman and not *against* him. Group members can:

Help to get started on time.

Keep on the subject.

Encourage participation by modest members with good ideas.

Help resolve differences of opinion and cool off heated arguments.

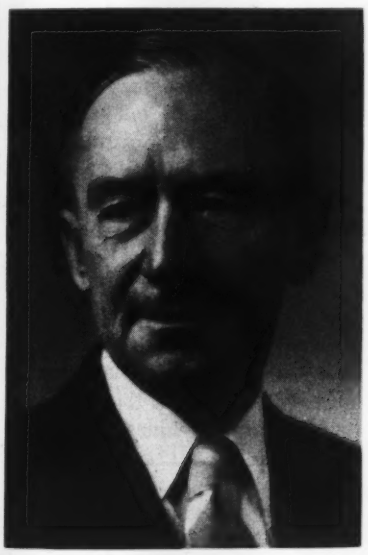
Break up any tendency to talk in circles.

Help to get the group to commit itself to indicated action.

In addition, the group members, as well as the leader, should remember that group thinking is more than a random accumulation of individual ideas. Group thinking illustrates the psychological principle that The Whole is Equal to the Sum of Its Parts PLUS a working relationship. So the participating member must not only contribute ideas, he must help to establish between ideas a working relationship that leads to a solution of the problem.

If each of your students considers himself a participating member in the class effort to think, you have gone far in establishing the kind of class climate in which you can *let 'em learn—let 'em eat cake.* ★★★

NOTED POLICE CAREER ENDS



Don L. Kooken, known to police authorities throughout the country as Captain Kooken, the title he attained in the Indiana State Police, in which he organized and directed the first police recruit training school, passed away on May 27, 1959. The career of a man who rose from timber cruiser to one of America's foremost crime detection experts and head of the Police Administration Department of Indiana University ended when he died in the U. S. Veterans Hospital at Marion, Indiana. Ill for several months, Professor Kooken had retired from his post as Associate Professor of Police Administration at Indiana University on May 1, 1959.

A veteran of police administration before he moved into the academic world, Kooken was born April 21, 1891, in Garrett, Indiana. He was a First Lieutenant in the United States Army in World War I, after having been engaged in building construction and as a timber and mineral cruiser in the Canadian Northwest. Following the war he was clerical worker for the Baltimore and Ohio Railroad.

Entering the crime detection field, he joined the U. S. Treasury Department Intelligence Division in 1925, and then became a member of the famous "Secret Six," organized by the Chicago Association of Commerce to rid the city of prohibition era crime. He was the last surviving member of this group which was instrumental in bringing the notorious Al Capone to trial for tax fraud.

Capt. Kooken served in the Indiana State Police from 1934 to 1946 when he resigned to become Assistant Director of the Institute of Criminal Law Administration at Indiana University. Reorganizing the Institute into the Department of Police Administration he served as Assistant Professor, Associate Professor and in 1949 to 1956 he served as Chairman of the Department of Police Administration. From 1947 to 1955 he was the University's Director of Safety.

College trained career police officers and a standardized code of ethics for all law enforcement was the dream of this man who devoted the major portion of his life to policing. Before his death he was able to see many advances in the law enforcement field and foresee that all of his dreams and ideals would one day become a reality. Much is due this man and many will long remember him as a policeman's policeman.

The Police and Public Opinion

A Study of Adverse Community Reaction to the Starkweather Case

By Barry A. Kinsey

EDITOR'S NOTE: *The* JOURNAL *here presents the first in a series of two articles offering a penetrating analysis of public reaction patterns in connection with a noted criminal case. Public opinion and propaganda represent a significant segment of human behavior and in this factoring of a crisis situation, important food for thought is presented in the planning of a police public relations program.*

The author received the B.A. degree at Oklahoma State University in 1953. After two years service as an Army officer, he began his graduate training at the University of Nebraska, where he received the M.A. degree in 1957. He has recently completed the course requirements for the Ph.D. degree at the University of Nebraska and the University of Wisconsin. Mr. Kinsey served as a lecturer for two years at the Nebraska Police Institute and is now a member of the faculty in the Department of Sociology at the University of North Dakota.

INTRODUCTION

". . . unless those relations (the relations between the police and the general public) are marked by mutual confidence and cooperation, no laws however well conceived, no regulations however well drafted, will insure the maintenance of law and order, and the very bases of our social fabric will be exposed to disintegration."[1]

THIS statement, published in the 1929 English Royal Commission Report, illustrates the importance of cooperation and understanding between the public and the police. Yet despite the fact that there has been a gradual trend towards the improvement of police selection and training, hostility between the police and the citizens presents a serious problem in most American communities. Police-public hostility and misunderstanding, however, is not a "consistent" or predictable problem but varies with (a) different individuals within the community, and/or (b) different situations (and the concomitant publicity) in which the police and the public are involved. Most police officials, for example, are painfully aware of the fact that community crises involving brutal crimes and/or crime waves greatly intensify hostile attitudes towards the police. There are few studies, however, which have examined either the factors in crisis situations which increase public hostility or the factors which explain individual differences, i.e., why do individuals vary in their interpretations of the police's actions in crisis situations. It was felt, therefore, that the recent Starkweather case,[2] though perhaps not typical of all community crises involving violent crimes, offered an unusual opportunity to study not only the factors in these crisis situations which amplify and distort public opinion, but also differential psychological factors between hostile and non-hostile citizens. Thus, the remainder of this paper is concerned with an analysis of these factors and how they affect police-public relations.

SOURCES OF INFORMATION

In order to study the effects of the disaster situation itself, data were obtained from an analysis of newspaper editorials, news stories and letters to the editor. Special emphasis was placed upon letters to the editor, since these, although they were probably not representative of the population, did present some indication not only of the information which people used as a basis for their hostile or non-hostile reactions to the police, but also the sequence in which these attitudes developed.

Since individual attitudes are seldom the product of one situation, however, it was felt that an understanding of individual differences–

[1] Quoted from: Vollmer, A. and Parker, A. E.: *Crime and the State Police*. University of California Press, Berkeley, 1935, p. 90.

Address: Mr. Barry A. Kinsey, Department of Sociology, University of North Dakota, Grand Forks, North Dakota.

[2] The Starkweather case involved a series of ten cruel, sadistic murders committed within a period of three days by an 18-year-old youth accompanied by his 14-year-old girl friend. This series of murders was preceded by the murder of a service station attendant, which the police, despite two months of extensive investigation, were unable to solve. All radio and TV stations constantly broadcast the progress of the investigation describing in detail (sensationally, though not always accurately) the crimes and the measures taken by the authorities to apprehend the killer. There was considerable public hysteria. Finally, the governor called out the National Guard and the sheriff asked for a volunteer posse to aid in the search. (Later sources indicated that the sheriff did not call for a posse but for off-duty law officers. In transmission to radio stations the message became confused and a general call was broadcast.) After Starkweather was captured there was an immediate desire to "fix the blame." This was picked up by the press and an impartial expert, Dr. Harold G. Robinson from the University of California, was called in to examine the police's investigation of this case.

i.e., differential psychological factors between hostile and non-hostile citizens—would require additional information about the respondents' previous experiences, attitudes, and prejudices towards the police as well as their reactions to the Starkweather case itself. In order to obtain this information, a questionnaire containing both objective and open-ended questions was developed. The questionnaire was designed to obtain information about: (1) the respondent's opinions as to the causes and people "responsible for" Starkweather's behavior; (2) previous experiences and attitudes of the respondent and his friends toward the police; (3) the respondent's attitude about the efficiency and "honesty" of the police in this case; and (4) whether or not (and how well) the respondent knew any of the victims.[3]

ANALYSIS OF THE DATA

The Crisis Situation: From these data, it was possible to identify five closely related factors operating in the disaster situation itself which were primarily responsible for the highly distorted emotional reactions by the members of this community towards the police. These factors were *fear, frustration, the tendency to "tabloid" thinking* (and the concomitant tendency to use the police as scapegoats), *the admission by the authorities that the situation was out of control, and the spread of emotionally "charged" rumors.*

Fear arose when people began to imagine themselves, loved ones, and/or friends in the "clutches" of the killer. This fear was greatly reinforced by constant reminders through the press, radio, and TV of the details of the crimes and of the frustrated efforts of authorities to capture the killer. This fear and frustration was greatly intensified when the governor called out the National Guard and the sheriff asked for a volunteer posse. This had the effect of admitting to the public that the situation was out of control, and that it could no longer be handled by the normal forces of law and order.[4]

This period of shock, fear, and confusion created a high degree of emotional tension for which there was neither a rational explanation nor a specific object for tension release. This differs from other disaster situations, e.g., tornadoes, prison or race riots, and so forth, in which the "elements," the Deity, or the objects of hostility serve both as *sources for an explanation of the phenomena and as objects for releasing emotional tensions.* Hence, in this situation there was a great need to alleviate this fear and frustration by attacking some person or group who could be presumed to be, at least in part, responsible for the disaster. This process is known as scapegoating and results from a process which Veltfort and Lee have called "tabloid thinking."[5] This phenomenon (tabloid thinking) which they found in their study of the Coconut Grove fire results from ". . . the desire for simplification of the issue. . . . The very confusion engendered by the conflicting reports and lack of knowledge created within the people a desire for clarification, for establishment of some cause and effect relationships; by choosing definite scapegoats some simplification was (can be) achieved."[6]

The importance of this process can be seen in the fact that the choice of scapegoats followed closely the emotional state of the public. When the degree of fear and frustration was high, i.e., while the killer was loose and immediately following his capture, the choice of a scapegoat was highly irrational, emotional and specific. Since the police were most directly concerned with the case, they were the first and most obvious scapegoat. Why didn't they catch him sooner? Why hadn't the police investigated the first murder more thoroughly? How did the killer

[3] This questionnaire was given to sixty respondents, forty of whom were students in introductory sociology. The other twenty were distributed to professional and skilled workers without consideration as to social class, race, and so forth. Eleven of these sixty interviews had to be rejected because they were incomplete or because the respondent was out of town during the investigation. A large, stratified sample would have been preferred, of course, if resources had been available.

[4] The reader will, of course, realize that there are situations such as tornadoes, riots, and so forth, when the militia or national guard provide a much-needed reassurance to the community; however, it must be remembered that the police (despite the existence of much hostility) represents safety and protection to the individual and any sign that this function is not being performed intensifies fear and anxiety. I am indebted to Dr. Peter Raible, Minister of the Unitarian Church of Lincoln, Nebr., for calling my attention to the importance of this information. (The reader is also reminded that the sheriff did not call for a posse but for off-duty law officers.)

[5] Velfort, Helene R., and Lee, George E.: The Coconut Grove Fire: A Study in Scapegoating, *in* Turner, R. and Killian, L.: *Collective Behavior.* Prentice-Hall, 1957, p. 204.

[6] *Ibid.*, p. 204.

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In the absence of authoritative information and explanation the only recourse for finding the answers to these questions was informal discussion. The source of information for these discussions was a series of emotionally "charged" rumors. As would be expected, the first rumors centered around the investigation itself. One set of rumors, for example, which charged the police with cowardice, spread immediately after the investigation. These rumors were validated in the eyes of many people by a picture in the newspapers which portrayed police officers hiding behind trees using tear gas before they searched an empty house.[7] Other rumors spread which described in detail certain stupid blunders which the police had supposedly made. After the initial hysteria, however, a series of letters, more rational in their analysis, appeared which indicated the acceptance of new scapegoats, such as the killer's family, the churches, and the schools. Ordinarily these additional scapegoats should have absorbed some of the hostility toward the police. This was discouraged, however, by a constant stream of rumors about police inefficiency. These rumors came primarily from three sources: (1) claims by individuals that they had given clues to the filling station murder which were not properly investigated, (2) "eye-witness" accounts of the "police writing tickets and setting up radar traps during the investigation," and (3) criticisms of the police's investigation of the first murder scene (the girl's house). The importance of these rumors is indicated by the fact that practically all of the hostile letters to the editor as well as hostile responses to questions in the interview schedule were justified on the basis of one or more of these rumors.

These situational factors, however, do not explain the fact that some people were critical and others were not. Nor do they explain the fact that many people, after having reconsidered their original beliefs became less hostile, while others maintained their hostility even after a "favorable" report by Dr. Robinson. For information concerning this problem, we must turn to a study of individual factors which seem to be behind the development of hostile attitudes toward the police.

EDITOR'S NOTE: Watch for the second in this interesting series of two articles in the next issue of POLICE. ★★★

[7] This illustrates the "irrational" nature of these rumors since the police were following acceptable investigative procedures.

NO TAKE-E TEST—PASS MAYBE-E?

Two Chinese and two English names are shown in the photo. Not being conversant with Chinese, one might guess the English names may be represented by any one or more of the Chinese characters. The English surnames are omitted for obvious reasons.

About the most one can say about the Chinese characters is that there is a distinct difference and that there is a very definite possibility that the two groups of characters had been written by different persons, which brings us to the point of the story.

One ingenious Chinaman felt he was not equal to the questions in an examination he wanted to take. He connived with a better informed friend. No. 1 filled out the application and other necessary preliminary papers. The confederate took the exam. Although results are not for publication, they no doubt were passable. A dissimilarity in writing in the English versions of "Kenneth" was noted by the proctor and complications set in.

A study of handwriting in the two writings reveals many substantial differences. We suspect the applicant is working at an occupation different than the one for which the examination was scheduled. *(Courtesy, Lt. Walter R. Scott, San Diego Police Department.)*

NEWS and ANNOUNCEMENTS

NEW YORK PAL OFFICIALS LAUD BIKE PROGRAM

The New York Police Athletic League has nominated the bike as an ideal way in which underprivileged youngsters can profitably occupy their vacation and other free time.

A recent PAL-sponsored bike program on 45 New York playstreets gave several thousand youngsters an opportunity to demonstrate their abilities on two wheelers and pointed up the importance and juvenile appeal of such an activity.

Arrangements were made by the Bicycle Institute of America, which developed the original program, and executed by the PAL playground staffs.

One of the playstreet leaders stated that "Bikes give every youngster a chance to excel, boys and girls who may lack proficiency in playing ball, running, handball, or other athletic areas, can easily become accomplished riders and enjoy themselves while doing so. And those gifted in athletics enjoy riding because they can further demonstrate their abilities while expanding excess energies in a profitable, body building activity."

He also noted that keeping young people gainfully occupied in programs such as this helps exhaust energies which might otherwise be expended in juvenile delinquency activities.

Most children own, or can obtain bikes, meaning that virtually all young people can obtain the use of a two-wheeler for special programs. Organizations sponsoring bike programs such as that staged by the New York PAL are put to no expense for equipment or other materials, except for prizes which might be awarded to outstanding participants.

Among the events in the PAL's bike program were speed races, a slow race, in which the last rider to complete a course of a least 30 yards without touching a foot to the ground was the winner, and a safety test, in which participants were called upon to demonstrate bike control over a figure-8 course.

"Activities such as these help educate the children in bike safety habits, while concealing the safety education of the program beneath the program's recreational and competitive aspects. Children will not fight safety education if they can be entertained while absorbing the lesson," the playstreet official said.

Many other playstreet leaders similarly lauded the League's bike program for its accent on healthy, competitive activity which kept thousands of children gainfully occupied on 45 playstreets.

The Bicycle Institute of America noted that practically any reasonably

KEELER POLYGRAPH INSTITUTE GRADUATES NEW CLASS

Standing left to right: Earl F. Lorence, Erie County Sheriff's Department, Buffalo, New York; Robert Lewis Keadle, Alexandria Police Department, Virginia; Billy Richard Otte, Star Market Company, Boston, Massachusetts. Seated left to right: Gerald Aldon Toles, St. Clair County Sheriff's Department, Port Huron, Michigan; Lew Hawley, Jefferson County Sheriff's Office, Golden, Colorado; Keith Carter, Samardick and Company, Omaha, Nebraska; Robert Wayne Everett, Las Vegas Police Department, Nevada; Paul Leonard Mallery, Youngstown Police Department, Ohio. These men graduated Friday, August 28, after having completed the intensive six week training schedule at the Keeler Polygraph Institute.

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flat surface, such as a lawn, street, playground, or unused parking lot, can be used for bike programs on short notice.

NATIONAL CONFERENCE OF POLICE ASSOCIATIONS ELECTS TEXAS POLICE OFFICER PRESIDENT

In a spirited election at the close of the annual conference of the National Conference of Police Associations at the Shamrock Hilton Hotel in Houston, August 3 thru 5, the state of Texas provided the winner for the second time in three years. Robert Allen of San Antonio, Texas is the new president of the organization that represents more metropolitan police officers than any other in the world.

Vice-Presidents elected were Joseph Hogan of Springfield, Ill., Carl Johnson of Minneapolis, Minn., Jack Halstead of Los Angeles, Calif., John Casesse of New York City, Don Livernois of Detroit, Mich., D. W. Rayburn of Des Moines, Iowa and William Lovejoy of Oakland, Calif.

The work of this national organization involves both the assistance and cooperation of all member organizations in the individual problems of each state and city group and representing all police officers before the United States Congress on matters that affect law enforcement officers in general.

The Conference resolved to continue unrelentingly the long fight it has waged to prevent the retirement and pension benefits earned and won by police officers over the years from being wiped out or diluted by States and Municipalities who seek to transfer their obligations to the Federal Goverment under the Social Security system which would mean less benefits and more years of work than the pension plans the average police officer now is entitled to.

Also of major concern to the Conference was the restrictive and harassing decisions of the Courts both State and Federal which year by year make it more difficult for the police officer to acquire or use the evidence necessary to convict criminals and protect the public. Several plans to inform the public of the dangers of these decisions and to influence state legislatures and the Congress at Washington of the need to pass legislation which will help the police profession protect the public were started.

All organizations of police officers not yet members of the National Conference who are interested in learning of the work of this organization are invited to contact Royce Givens, National Secretary and Treasurer, Hotel 2400, Washington, D. C.

MAKING IT ROUGH

Very few Americans in Moscow have ever passed the Soviet driving test, says John Gunther in *Inside Russia Today*. A panel of physicians must approve the applicant. The panel includes an eye doctor, a cardiologist, a back specialist, and a doctor who tests reflexes of the soles of the feet. The applicant is also tested by working traffic problems with model cars. Finally, he must prove that he can take apart an automobile engine and put it back together again.

. . . *Traffic Digest and Review* June 1959.

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CALIFORNIA LEGISLATES MINIMUM POLICE QUALIFICATIONS AND TRAINING STANDARDS

EDITOR'S NOTE: *Culminating a fifteen year effort on the part of law enforcement agencies in California, the 1959 Legislature in that state passed Assembly Bill 1448, providing for the administration and financing of a program to establish minimum police qualifications and training standards. Movements are under way in other states to formalize minimum personnel standards for this branch of the public service. The text of the California Bill which follows, will prove of important interest to the police throughout the country:*

TITLE 4. STANDARDS AND TRAINING OF LOCAL LAW ENFORCEMENT OFFICERS

CHAPTER 1. COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Article 1. Administration

13500. There is in the Department of Justice a Commission on Peace Officer Standards and Training, hereafter referred to in this chapter as the commission. The commission consists of nine members appointed by the Governor, after consultation with, and with the advice of, the Attorney General and with the advice and consent of the Senate, of whom five must be either sheriffs or chiefs of police or peace officers nominated by their respective sheriffs or chiefs of police, two must be elected officers or chief administrative officers of cities in this State, and two must be elected officers or chief administrative officers of counties of this State, as well as the Attorney General, who shall be an ex officio member of the commission. Of the members first appointed by the Governor, three shall be appointed for a term of one year, three for a term of two years, and three for a term of three years. Their successor shall serve for a term of three years and until appointment and qualification of their successors, each term to commence on the expiration date of the term of the predecessor.

13501. The commission shall select a chairman and a vice chairman from among its members. Five members of the commission shall constitute a quorum. The Attorney General shall summon the commission to its first meeting.

13502. Members of the commission shall receive no compensation, but shall be reimbursed for their actual and necessary travel expenses incurred in the performance of their duties. For purposes of compensation, attendance at meetings of the commission shall be deemed performance by a member of the duties of his local governmental employment.

13503. In carrying out its duties and responsibilities, the commission shall have all of the following powers:

(a) To meet at such times and places as it may deem proper;

(b) To employ an executive secretary and, pursuant to civil service, such clerical and technical assistants as may be necessary;

(c) To contract with such other agencies, public or private, or persons as it deems necessary, for the rendition and affording of such services, facilities, studies, and reports to the commission as will best assist it to carry out its duties and responsibilities;

(d) To cooperate with and to secure the cooperation of county, city, city and county, and other local law enforcement agencies in investigating any matter within the scope of its duties and responsibilities, and in performing its other functions;

(e) To cooperate with and secure the cooperation of every department, agency, or instrumentality in the State Government;

(f) To do any and all things necessary or convenient to enable it fully and adequately to perform its duties and to exercise the power granted to it.

13504. The Attorney General shall, so far as compatible with other demands upon the personnel in the Department of Justice, make available to the commission the services of such personnel to assist the commission in the execution of the duties imposed upon it by this chapter.

13505. In exercising its functions the commission shall endeavor to minimize costs of administration, so that the greatest possible proportion of the funds available to it shall be expended for the purposes of providing training for local law enforcement officers. All expenses for the operation of the commission shall be a proper charge against the revenue accruing under the provisions of Article 3 (commencing with Section 13520).

13506. The commission may adopt such regulations as are necessary to carry out the purposes of this chapter.

Article 2. Standards for Recruitment and Training

12510. For the purpose of raising the level of competence of local law enforcement officers, the commission shall adopt, and may, from time to time amend, rules establishing minimum standards, relating to physical, mental, and moral fitness, which shall govern the recruitment of any city police officers or peace officer members of a county sheriff's office, in any city, county, or city or county, receiving state aid pursuant to this chapter, and shall adopt, and may, from time to time amend, rules establishing minimum standards for training of city police officers and peace officer members of county sheriff's offices, which shall apply to those cities, counties, and cities and counties receiving state aid pursuant to this chapter. All such rules shall be adopted and amended pursuant to the Administrative Procedure Act, Chapter 4 (commencing at Section 11370) and Chapter 5 (commencing at Section 11500 of Part 1, Division 3, Title 2 of the Government Code).

13511. In establishing standards for training, the commission may, so far as consistent with the purposes of this chapter, permit required training to be obtained at existing institutions approved by the commission.

13512. The commission shall make such inquiries as

may be necessary to determine whether every city, county, and city and county receiving state aid pursuant to this chapter is adhering to the standards for recruitment and training established pursuant to this chapter.

Article 3. Peace Officers' Training Fund and Allocations Therefrom

13520. There is hereby created in the State Treasury a Peace Officers' Training Fund, which is hereby appropriated, without regard to fiscal years, exclusively for costs of administration and for grants to local governments pursuant to this chapter.

13521. On and after the effective date of this section, there shall be levied a penalty assessment in an amount equal to 5 per cent of every fine, penalty, and forfeiture imposed and collected by the courts for criminal offenses, other than a fine, penalty or forfeiture for a violation of the Vehicle Code or any local ordinance relating to the stopping, standing, parking, or operation of a vehicle, and other than for a violation of the Fish and Game Code. When a fine is suspended, in whole or in part, the penalty assessment shall be reduced in proportion to the suspension.

When any deposit of bail is made for an offense to which this section applies, the person making such deposit shall also deposit a sufficient amount to include the assessment prescribed in this section for forfeited bail. If bail is forfeited, the amount of such assessment shall be transmitted by the clerk of the court to the county treasury and thence to the State Treasury pursuant to this section. If bail is returned, the assessment made thereon pursuant to this section shall also be returned.

After a determination by the court of the amount due, the clerk of the court shall collect the same and transmit it to the county treasury. It shall then be transmitted to the State Treasury to be deposited in the Peace Officers' Training Fund. The transmission to the State Treasury shall be carried out in the same manner as fines collected for the State by a county.

In any case where a person convicted of any offense to which this section applies is imprisoned until the fine is satisfied, the judge may waive all or any part of the penalty assessment the payment of which would work a hardship on the person convicted or his immediate family.

13522. Any city, county, or city and county which desires to receive state aid pursuant to this chapter shall make application to the commission for such aid. The application must be accompanied by a certified copy of an ordinance adopted by its governing body providing that while receiving any state aid pursuant to this chapter, the city, county or city and county will adhere to the standards for recruitment and training established by the commission. The application shall contain such information as the commission may request.

13523. The commission shall annually allocate and the State Treasurer shall pay from the Peace Officers' Training Fund to each city, county, and city and county which has applied and qualified for aid pursuant to this chapter a sum which will reimbuse the city, county, or city and county in an amount not to exceed one-half of the salary paid to each peace officer meeting the recruitment standards and participating in training meeting the standards prescribed pursuant to this chapter, during the period covered by the allocation, plus one-half of necessary living expenses incurred by such officer which are necessitated by training requiring that he be away from his residence overnight. If the moneys in the Peace Officers' Training Fund budgeted by the commission for such salary reimbursement are insufficient to allocate such amount to each participating city, county, and city and county, the amount allocated to each shall be reduced proportionately. In no event shall any allocation be made to any city, county, or city and county which has not, throughout the period covered by the allocation, adhered to the recruitment and training standards established by the commission as applicable to personnel recruited or trained by such city, county, or city and county during such period.

INCREASED IMPORTATION OF FOREIGN PISTOLS VIEWED WITH ALARM

Police Commissioner Stephen P. Kennedy revealed recently that the United States is being flooded by thousands of foreign pistols which are imported under the guise of starter's pistols and then converted into dangerous weapons by simply replacing the original solid bar-

"Gentlemen of the jury—have you reached an acquittal?"

By Corka, Courtesy of the artist and TODAY'S HEALTH.

rel with a bored barrel capable of firing 22 caliber long cartridges.

About 40,000 of the guns have been so converted in New York City by licensed gunsmiths and gun dealers and then sold outside of the city. Many of these weapons have found their way back into New York in the hands of criminals and have been used in various serious crimes including homicide, robbery and teenage gang warfare.

"Since the beginning of this year the attention of this Department became focused on fifteen crimes of violence committed with certain types of firearms," Commissioner Kennedy said. "All of these crimes had one thing in common: the use of small, cheap firearms relatively new to the American scene.

"Early in April, I ordered an investigation in an effort to determine the source of these weapons and the reason for their prevalence in this area. The results of this investigation are alarming.

"It developed that a number of dealers in firearms along the eastern seaboard were importing 'starter' pistols from West Germany. They were being delivered in two shipments, one containing the starter pistols with plugged up detachable barrels and as such incapable of being used as firearms; and the other shipment containing bored barrels threaded at one end. Upon delivery the firearm dealers contacted licensed gunsmiths who removed the plugged barrel and screwed on the bored barrel, thereby converting the harmless starter pistol into a lethal weapon capable of discharging a .22 calibre long cartridge.

"A survey was conducted in this jurisdiction and hearings held of firearm dealers and gunsmiths licensed by this Department. This disclosed that upwards of 40,000 of these pistols had been imported by certain dealers in this city and that many had been converted and shipped out of the state to other dealers. It was also developed that the largest importer was a Florida concern and that shipments are received at several Atlantic ports.

"This Department has communicated with State and Federal authorities having jurisdiction and they are cooperating with this Department. The matter is being carefully studied. The dealers concerned import under licenses issued by the Treasury Department and are subject to their regulations. It is hoped that there is sufficient statutory authority to curb this operation before the situation worsens.

"The influx of these daily weapons in New York City is causing us great concern. As of July 27, 1959, seventy-three 'starter' pistols and converted firearms were seized in connection with arrests. This does not include the fifteen cases mentioned above where crimes of violence were involved. Most of these guns have no manufacturer's serial number and are impossible to trace.

"Many of our arresting officers have stated that their prisoners told them they purchased the converted guns in Southern states very cheaply and then brought them to this city. As such a cheap price and the ease with which they can be acquired, we look to the future with much anxiety. If this menace to our safety is to be stopped, it must be done at the Federal level and the supply cut off, for the criminal has no respect for State boundaries or local laws if he can obtain and use the tools of his nefarious calling."

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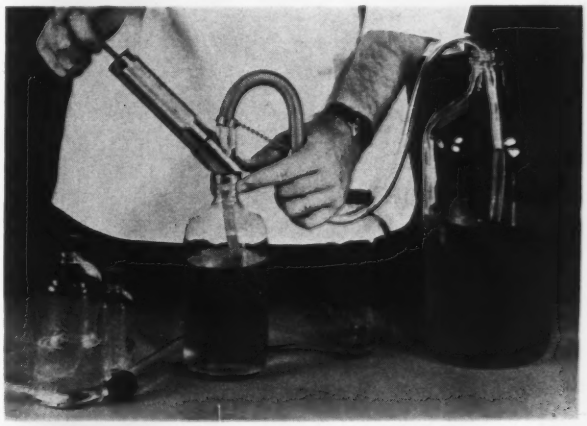
NEW VACUUM PUMP SIMPLIFIES PURE SAMPLING IN CRIME LAB



Model D "Golden Thief"

To meet the need for an easy method of sampling where contamination must be avoided and where highly-

corrosive liquids are involved, the W & W Manufacturing Company, P. O. Box 9311, Chicago, has developed a versatile, light-weight vacuum pump known as the "Golden Thief."

Model D illustrated handles liquids up to the consistency of syrup, as well as powdered solids that have a tendency to "slump" or seek their own level. Lift of the pump, it is stated, is approximately 25 feet of water at sea level. Material passes through sanitary tubing from the sampling source directly to the sample container and does not come in contact with any part of the pumping unit. It reaches spots that are inaccessible to other pumps.

THAT SEAT BELT QUESTION

Consider these bits of information as you whiz down the highway in your car:

1. Seat belts cut your chances of getting hurt in an auto accident in half.

2. The risk of death or serious injury in an auto wreck is five times greater if you're hurled from the car than if you remain inside—and seat belts help keep you there.

3. Safety men estimate 5,000 lives could be saved annually if seat belts were universally used in cars.

These are some of the facts the three cosponsors of a national campaign—the American Medical Assn., the National Safety Council and the U. S. Public Health Service—are armed with in their attempt to popularize use of auto seat belts.

Seat belts, the organizations say, are:

1. A tangible action for safety and a constant reminder to be careful.

2. An aid to comfort and a reduction of fatigue.

3. A help in keeping pre-school-age children in their places, especially in event of a quick stop.

Yet less than a million of the 57 million passenger cars in the United States are equipped with seat belts.

Is the risk of being thrown from your car in a crash exaggerated?

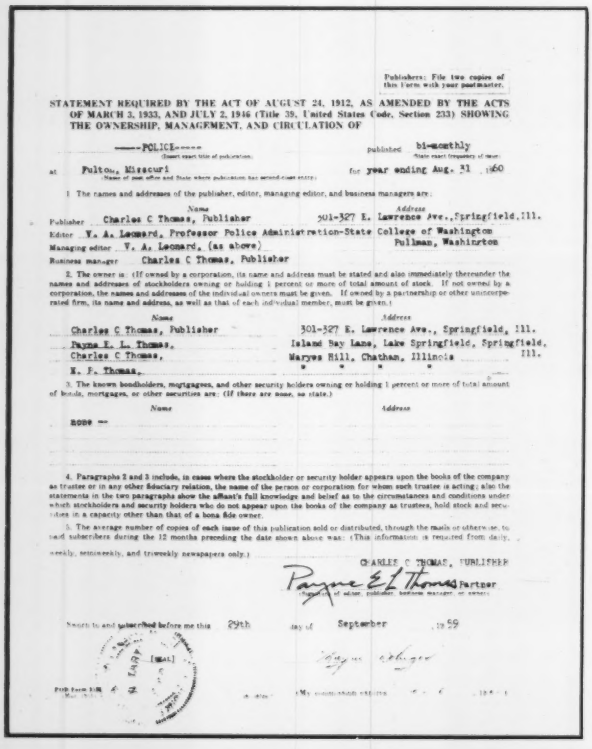
Not according to the experts. An Indiana State Police study, for example, showed that in actual crashes, 55 per cent of the doors opened. Of the persons killed, 47 per cent were thrown from the car.

"We don't claim that seat belts properly installed and used whenever you're in the car are the sole answer to the traffic accident problem," said Ralph Kuhli, director of the National Safety Council's public safety department.

"We feel that the installation and use of seat belts constitute the No. 1 chance, in addition to existing accident prevention programs, for reducing injury and death to motorists.

"I look at it this way," said Kuhli. "The five pairs of seat belts in my car can cut my family's chances of being hurt in a collision in half.

"For my money, it's smart to use seat belts!"



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——POLICE—— (Insert exact title of publication.) published bi-monthly (State exact frequency of issue.)

at Fulton, Missouri (Name of post office and State where publication has second-class entry.) for year ending Aug. 31, 1960

1. The names and addresses of the publisher, editor, managing editor, and business managers are:

	Name	Address
Publisher	Charles C Thomas, Publisher	301-327 E. Lawrence Ave., Springfield, Ill.
Editor	V. A. Leonard, Professor Police Administration-State College of Washington	Pullman, Washington
Managing editor	V. A. Leonard, (as above)	
Business manager	Charles C Thomas, Publisher	

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

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CHARLES C THOMAS, PUBLISHER

Payne E. L. Thomas Partner

(Signature of editor, publisher, business manager, or owner)

Sworn to and subscribed before me this 29th day of September, 1959

(SEAL)

(My commission expires ...)

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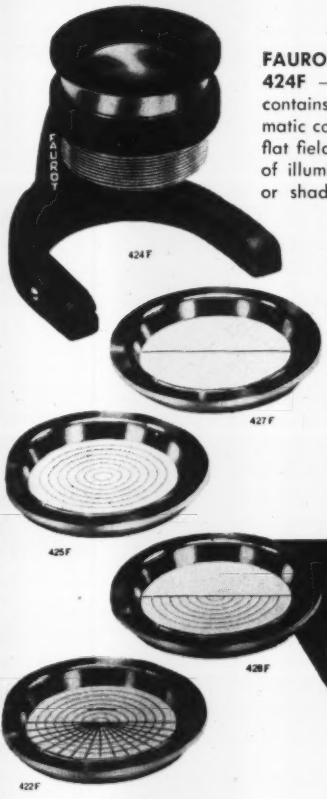

FAUROT FINGER PRINT MAGNIFIER NO. 424F — The only existing magnifier that contains triple element spherical and chromatic corrected lenses. This provides a large flat field, freedom from distortion, brilliance of illumination, and eliminates fringe color or shading.

This 4½ power lens magnifier with focusing mount is easily raised and lowered to allow individual accommodation.

The specially machined Faurot Magnifier base holds the discs rigidly at the proper focal distance. Both the Faurot Magnifier and the discontinued Spencer Magnifier will accommodate the following Faurot manufactured discs—Henry, Battley, combined Henry-Battley, and the new Cataldo disc.

The FAUROT QUALITY TRIANGLE for TAKING-CLASSIFYING-COMPARING FINGER PRINTS

- NO DISTORTION
- NO FRINGE COLOR
- NO SHADING

FAUROT NO. 449 FINGER PRINT COMPARATOR—A compact, completely portable comparator ideal for comparing Finger Prints, handwriting, or other evidence on a flat surface.

The evidence to be compared is simply inserted into the upper section of the comparator and is projected in natural position, over 30 times magnified, on to the image screen. The inserted evidence is automatically in focus due to the fixed lens arrangement. The hood shields the field of vision and prevents light distortion.

Outstanding features include quality anastigmatic triplet lens and no moving parts. The foot pedal controls the light in the comparator.

Weight 17 lbs.
Dimensions 16½" x 14½" x 10½"

FAUROT NO. 838 COMBINATION FILING CABINET—FINGER PRINT TAKING UNIT — A filing cabinet ideally suited for the taking and the classification of finger prints and the storing of finger print material (supplies). Attached to the top surface of this unit is the Faurot standard chromed-brass Card Holder and a 6" x 12" Metal Ink Slab. This unit is further equipped with an Ink Roller with Chromed-Brass Handle, Faurot Finger Print Ink and Ink Cleaner. The right hand section is a storage section divided by three adjustable shelves. The two bottom drawers of the left hand section can be adapted to any 8 x 8 filing arrangement including standard finger print cards. The two top drawers will hold over 3,000 cards each, either 3" x 5" or 4" x 6".

This steel constructed unit is designed for heavy duty work. A lock protects your file.

This combination Filing Cabinet and Finger Print Unit is ideal for a small department or the identification section of a larger organization.

Faurot Index Guide Sets are available to accommodate files of any size and are prearranged in their proper sequence according to the Henry System of classification using the latest F.B.I. extensions where necessary.

For further information on these and many other Faurot products write to:

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